

Children and Young People's Committee

Monday, 09 March 2015 at 10:30

County Hall, County Hall, West Bridgford, Nottingham, NG2 7QP

AGENDA

1	Minutes of the last meeting held on 9 February 2015	3 - 6
2	Apologies for Absence	
3	Declarations of Interests by Members and Officers:- (see note below) (a) Disclosable Pecuniary Interests (b) Private Interests (pecuniary and non-pecuniary)	
4	Performance figures for Nottinghamshire schools and academies - academic year 2013-14	7 - 16
5	Key Stage 2 performance - analysis and actions	17 - 34
6	Nottinghamshire School Admission Arrangements 2016-17	35 - 74
7	Schools requiring expansion by 25% or more pupil places - outcomes for consultation and published statutory notices	75 - 80
8	Proposal to close Oakdale Learning Centre	81 - 92
9	The National School Food Plan	93 - 100
10	Changes to Early Help staffing structures	101 - 122
11	Staffing structure of the Youth Service Group	123 - 130

12	Provision of further funding for adaptations to local authority foster homes	131 - 136
13	National minimum fostering allowances and fees to foster carers	137 - 140
14	Authority governor appointments and reappointments and Local Authority governor appointments to school governing bodies	141 - 146
15	Work programme	147 - 152

Notes

- (1) Councillors are advised to contact their Research Officer for details of any Group Meetings which are planned for this meeting.
- (2) Members of the public wishing to inspect "Background Papers" referred to in the reports on the agenda or Schedule 12A of the Local Government Act should contact:-

Customer Services Centre 0300 500 80 80

- (3) Persons making a declaration of interest should have regard to the Code of Conduct and the Council's Procedure Rules. Those declaring must indicate the nature of their interest and the reasons for the declaration.

Councillors or Officers requiring clarification on whether to make a declaration of interest are invited to contact Sara Allmond (Tel. 0115 977 3794) or a colleague in Democratic Services prior to the meeting.

- (4) Councillors are reminded that Committee and Sub-Committee papers, with the exception of those which contain Exempt or Confidential Information, may be recycled.
- (5) This agenda and its associated reports are available to view online via an online calendar - <http://www.nottinghamshire.gov.uk/dms/Meetings.aspx>

Meeting CHILDREN & YOUNG PEOPLE'S COMMITTEE

Date 9 February 2015 (commencing at 10.30am)

Membership

Persons absent are marked with an 'A'

COUNCILLORS

John Peck JP (Chairman)
Liz Plant (Vice-Chairman)
Kate Foale (Vice-Chairman)

	Steve Calvert	Philip Owen
	Boyd Elliott	Sue Saddington
	Alice Grice	Gail Turner
A	Keith Longdon	John Wilmott
	Ex-officio (non-voting)	
A	Alan Rhodes	

CO-OPTED MEMBERS (NON-VOTING)

A	Ms Gail Neill
A	Mr James Parry
	Mr David Richards JP
A	Mr John Rudd

OFFICERS IN ATTENDANCE

Steve Edwards	Children, Families and Cultural Services
Jon Hawketts	Children, Families and Cultural Services
Derek Higton	Children, Families and Cultural Services
Sarah Lee	Children, Families and Cultural Services
Philippa Milbourne	Children, Families and Cultural Services
John Slater	Children, Families and Cultural Services
Sara Williams	Environment and Resources
Alison Fawley	Policy, Planning and Corporate Services

MINUTES OF THE LAST MEETING

The minutes of the meeting held on 12 January 2015, having been circulated to all Members, were taken as read and were confirmed and signed by the Chairman.

PERFORMANCE REPORTING (QUARTER 3 2014/15) – SERVICES FOR CHILDREN AND YOUNG PEOPLE

Jon Hawketts introduced the report and responded to questions and comments from Members.

RESOLVED 2015/008

That the performance of the Council's services for children and young people during the period 1 October to 31 December 2014 be noted.

SCHOOLS CAPITAL PROGRAMME PROGRESS REPORT

Sara Williams introduced the report and responded to questions and comments from Members.

RESOLVED 2015/009

That the progress in delivering the Schools Capital Programme be noted.

ELECTIVE HOME EDUCATION UPDATE

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2015/010

- 1) That the update on the policy and procedures in place to ensure that the County Council fulfils its statutory duty in relation to electively home educated children and young people be noted.
- 2) That the Local Authority's arrangements for Elective Home Education will be inspected as part of the expected Ofsted inspection of safeguarding services be noted.

EVERY CHILD A READER – RECRUITMENT OF A THIRD READING RECOVERY TEACHER LEADER

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2015/011

- 1) That the continued success of Nottinghamshire's Every Child a Reader initiative be noted.
- 2) That the recruitment of a third Reading Recovery Teacher Leader be approved.

SCHOOL HOLIDAY AND TERM DATES FOR LOCAL AUTHORITY MAINTAINED SCHOOLS IN NOTTINGHAMSHIRE 2016/17, 2017/18, 2018/19

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2015/012

- 1) That approval be given for the Local Authority to consult on one proposed set of school holiday and term dates for 2016/17, 2017/18 and 2018/19, following the current fixed Spring break model, as detailed in Appendix 1 of the report.
- 2) That a further report be brought to Committee on 15 June 2015 to consider the outcomes of the consultation and approve dates for 2016/17, 2017/18 and 2018/19.

THE LOCAL AUTHORITY'S RESPONSE TO THE BRITISH VALUES AGENDA INCLUDING EXTREMISM AND RADICALISATION

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2015/013

- 1) That the detailed information about the government's British Values agenda and changes to the Ofsted Inspection Framework, including the implications for schools and the Local Authority's response to these changes be noted.
- 2) That the work undertaken by the Local Authority in relation to this agenda be endorsed.

SCHOOLS FORUM AND EDUCATION TRUST BOARD OFFICER GROUP REPORT

John Slater introduced the report and responded to questions and comments from Members.

RESOLVED 2015/014

- 1) That the legal status, composition, constitution and recent work of the Schools Forum be noted.
- 2) That the purpose, composition and recent work of the Education Trust Board be noted.

ROTA VISITS TO CHILDREN'S HOMES: OCTOBER AND NOVEMBER 2014

Steve Edwards introduced the report and responded to questions and comments from Members.

RESOLVED 2015/015

That the outcome for the six monthly rota visits to Nottinghamshire County Council's children's homes that took place in October and November 2014 be noted.

QUALITY IMPROVEMENT GROUP – REVISIONS TO STAFFING STRUCTURE

Jon Hawketts introduced the report and responded to questions and comments from Members.

RESOLVED 2015/016

That the staffing structure for the Quality and Improvement Group, as set out in the report, be approved.

JOINT LGA, SOLACE AND ADCS SUMMIT: TACKLING CHILD SEXUAL EXPLOITATION

RESOLVED 2015/017

That the urgent approval for the Chair and Vice Chair of the Children and Young People's Committee to attend the joint LGA, SOLACE and ADCS Summit entitled Tackling Child Sexual Exploitation which was held in London on 20 January 2015, together with any necessary travel arrangements, be noted.

WORK PROGRAMME

RESOLVED 2015/00

That the Committee's work programme be noted.

The meeting closed at 12.15pm

CHAIRMAN

9 March 2015

Agenda Item: 04

**REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION**

**PERFORMANCE FIGURES FOR NOTTINGHAMSHIRE SCHOOLS AND
ACADEMIES – ACADEMIC YEAR 2013/14**

Purpose of the Report

1. To inform Members of the achievements of young people attending Nottinghamshire schools and academies in Key Stage assessments in 2013/14.

Information and Advice

2. At the end of each Key Stage, students are assessed by a combination of teacher assessment and/or testing. The expected level of attainment together with assessment age is summarised below:

Key Stage	Age	Expected level of attainment	Method of assessment
Early Years Foundation Stage Profile	3-5	A 'Good Level of Development' – reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics	Teacher Assessed
Key Stage 1	5-7	Level 2+	Teacher Assessed
Key Stage 2	7-11	Level 4+	Test / Teacher Assessed
Key Stage 3	11-14	Level 5+	Teacher Assessed
Key Stage 4 (GCSE and equivalent qualifications)	14-16	5+ A*-C grades including GCSE English and mathematics	Test
Key Stage 5 (GCE A level and equivalent qualifications)	16-18	Average point score per candidate and per exam entry together with threshold pass rates	Test

3. Early Years Foundation Stage together with Key Stage 1 and Key Stage 3 results are reported directly to the Local Authority (LA) or external agencies. Key Stage 2 test results are reported to schools and the LA by the Standards and Testing

Agency. The LA receives Key Stage 4 and Key Stage 5 results from the DfE / awarding bodies.

4. For each measure the performance of Nottinghamshire is benchmarked against the England average and that of the Council's children's services statistical neighbours, where available. Statistical neighbours changed in late 2014. For comparative purposes, 2013 and 2014 figures in this document are presented against the new statistical neighbour local authorities who are:
 1. Derbyshire
 2. Staffordshire
 3. Lancashire
 4. Worcestershire
 5. Cumbria
 6. Northamptonshire
 7. Essex
 8. Kent
 9. Cheshire West and Chester
 10. Warwickshire

5. The statistical neighbour average is based on the same methodology as used in the local authority interactive tool (LAIT) in that outcomes for each LA are averaged to create a statistical neighbour figure (as opposed to a weighted average). This will have the effect of treating each LA as having an equal population as opposed to a weighted average which takes into account population size. The statistical neighbour average excludes Nottinghamshire results.

Early Years Foundation Stage Profile

6. In 2014, 61.7% of Nottinghamshire pupils achieved a good level of development (reaching at least expected in all early learning goals in all prime areas and in the specific areas of literacy and mathematics). This represents an increase of 4.9 percentage points on the 56.8% reported in 2013. Nationally this figure is 60% which represents an increase of 8 percentage points over the same period.

7. The percentage of Nottinghamshire pupils living in the 30% most deprived areas nationally who achieved a good level of development increased from 45.6% in 2013, to 51.2% in 2014. This is an increase of 5.6 percentage points. This is slightly below the national average of 53% for this measure.

8. 2014 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2014	2013	Difference	2014	2013	Difference	2014	2013	Difference
Good Level of Development (GLD)	61.7%	56.8%	↑ 4.9%	60.0%	52.0%	↑ 8.0%	61.4%	52.5%	↑ 8.9%
GLD for those in 30% most deprived areas nationally	51.2%	45.6%	↑ 5.6%	53.0%	44.0%	↑ 9.0%	-	-	

Key Stage 1

9. Since 2005 (when reporting changed to teacher assessments), at Level 2 or above (the expected level for 7 year olds), Nottinghamshire has remained consistently around the national averages in all KS1 subjects (reading, writing, mathematics and science).
10. Reported figures show that the LA has witnessed a slight increase in all subject areas at Level 2+ from 2013.
11. The greatest increase was seen in writing with an increase of 1.2 percentage points from 2013 to 85.7% of pupils attaining Level 2 or higher.
12. Comparisons against national averages place Nottinghamshire in line in all subjects (when rounded) apart from science where attainment at level 2 or above is 1 percentage point above.
13. At the expected level (Level 2+), 2014 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2014	2013	Difference	2014	2013	Difference	2014	2013	Difference
Reading	88.8%	88.5%	↑ 0.3%	90.0%	89.0%	↑ 1.0%	90.6%	89.3%	↑ 1.3%
Writing	85.7%	84.5%	↑ 1.2%	86.0%	85.0%	↑ 1.0%	87.1%	86.0%	↑ 1.1%
Mathematics	92.0%	91.5%	↑ 0.5%	92.0%	91.0%	↑ 1.0%	92.9%	91.9%	↑ 1.0%
Science	91.9%	91.3%	↑ 0.6%	91.0%	90.0%	↑ 1.0%	91.6%	91.3%	↑ 0.3%

Key Stage 2

14. A new reporting arrangement was introduced in 2013 and there is no longer a test result calculated for English. A new grammar, punctuation and spelling test was introduced for 2013 and pupils continue to undertake a reading test. Writing tests were abolished in 2012 and replaced by writing teacher assessments.
15. Since 2008, achievements at Level 4 or above (the expected level for 11 year olds) have remained above or in line with national averages.
16. At the expected level, 2014 figures in reading are in line with the national average (when rounded), with mathematics slightly above and writing slightly below.
17. Comparisons to 2013 show reading has witnessed the largest increase of 1.5 percentage point to 88.8% of pupils achieving Level 4+. Mathematics has seen the smallest increase of 0.5 percentage points to 86.5%.

18. At the expected level in reading, writing and mathematics, 2014 figures put Nottinghamshire in line with national figures (when rounded). Nationally this measure has witnessed a 4 percentage point increase from 2013 (to 79%) where Nottinghamshire has increased 2 points over the same period (to 78.8%).
19. At the expected level (Level 4+), 2014 headline figures for Nottinghamshire are shown in the table in **Appendix 1**.

Key Stage 3

20. Assessment arrangements for Key Stage 3 were disapplied from 2013 following publication of the new national curriculum. This means that in 2014 outcomes for Key Stage 3 are not available due to there being no requirement for schools to report teacher assessments.

Key Stage 4 (GCSE and equivalent qualifications)

21. Information regarding the achievements of young people in GCSE and equivalent qualifications is based on final data collated for the 2014 Secondary School Performance Tables.
22. It should be noted that there have been significant and multiple changes to Key Stage 4 this year. Changes include the grade for the first entry in English Baccalaureate subjects (English, mathematics, science, history, geography, languages) being counted in performance measures as opposed to best grade used historically.
23. There have also been changes to vocational qualifications in both the number of courses included in performance measures and their qualification weighting / value. Qualifications are now capped at a maximum size of one GCSE. BTEC qualifications for example, previously counting for the equivalent of two / four GCSE, are now capped at one. Only two vocational qualifications can be counted in performance measures where previously this was not restricted.
24. Syllabus changes have occurred with exams now at the end of the course rather than a modular based assessment. Also subjects such as GCSE English / English Language have seen changes to the weighting of coursework with written exams now counting for 60% (previously this was 40%).
25. After witnessing year on year improvements between 2005 and 2013 in the government's preferred indicator of 5 or more GCSEs (or equivalent) at grades A*-C including GCSE English and mathematics, final results show a fall in 2014. This fall has been witnessed nationally and amongst statistical neighbours.
26. Final published data for Nottinghamshire schools show that 58.0% of pupils gained 5+ A*-C including English and mathematics (based on 2014 methodology of first entries) which is a fall of 5.4 percentage points from 2013. This is above the national average of 53.4% for all schools.

27. Broxtowe schools witnessed the smallest fall in the percentage of students gaining 5+ A*-C including English and mathematics. 57.1% of students gained this measure, a fall of 1.5 percentage points from 2013.
28. Of all districts, Rushcliffe schools attained the highest in this measure with almost three quarters (72.4%) of students gaining 5+ A*-C including English and mathematics.
29. Comparisons against our former statistical neighbours place Nottinghamshire joint 1st on this measure (along with Kent and Wigan LAs all achieving 58.0%). This is an improvement on our rank of 2nd in 2013.
30. 25.3% of pupils achieved the English Baccalaureate an increase of 2.6 percentage points compared to 2013. The English Baccalaureate measures the percentage of pupils gaining A*-C grades in each of the following GCSE full course qualifications: English, mathematics, two sciences, humanities (of either history or geography) and a language. This is 2.4 percentage points above the national average for all schools.
31. 2014 headline figures for Nottinghamshire are:

	Nottinghamshire			National			Statistical Neighbours		
	2014	2013	Difference	2014	2013	Difference	2014	2013	Difference
5+ A*-C (inc. English & maths)	58.0%	63.4%	↓ 5.4%	53.4%	59.2%	↓ 5.8%	55.1%	60.0%	↓ 4.9%
English Baccalaureate	25.3%	22.7%	↑ 2.6%	22.9%	23.0%	↓ 0.1%	22.2%	21.4%	↑ 0.8%

Key Stage 5 (GCE A / AS and equivalent qualifications)

Based on sixth form centres only unless stated otherwise

32. Information regarding the achievements of young people in GCE A/AS and other Level 3 qualifications is based on final data collated for the 2014 Secondary School Performance Tables.
33. Final data shows for Nottinghamshire sixth-forms that the overall pass rate has increased slightly with 98.4% of full A-level entries gaining an E or above. This compares to 98.6% nationally.
34. 48.5% of A-level qualification entries in sixth-forms achieved a pass at grades A*-B. This compares to a national figure of 53.0%. This represents an increase of 2.3 percentage points from 2013.
35. 6.3% of A-level entries were awarded an A* grade. This is a slight increase of 0.6% from last year. Nationally the figure is 8.6%.
36. The average point score (APS) per entry (which represents the average grade per exam) was 212.3 in sixth-forms which is just above an average grade of C at full A level. This shows a slight increase of 3.8 from 208.5 (just below a C grade) reported in 2013.

37. The APS per candidate (the total points on average that each student has) shows a slight fall of 3.2 points to 766.4 from 2013.
38. 2014 headline figures for Nottinghamshire are:

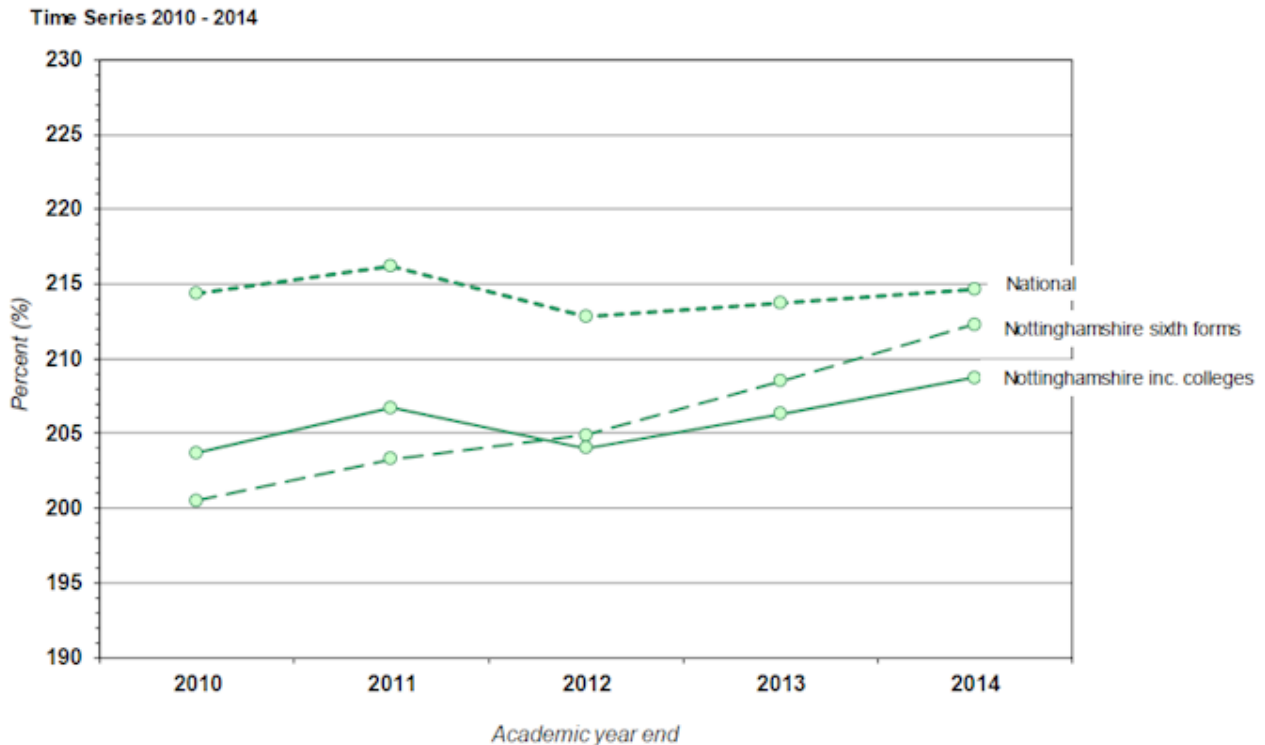
	Nottinghamshire			National			Statistical Neighbours		
	2014	2013	Difference	2014	2013	Difference	2014	2013	Difference
Entry pass rate (A*-E)	98.4%	98.0%	↑ 0.4%	98.6%	98.7%	↓ 0.1%	-	-	
Entry pass rate (A*-B)	48.5%	46.2%	↑ 2.3%	53.0%	53.3%	↓ 0.3%	-	-	
APS per entry	212.3	208.5	↑ 3.8	214.8	213.9	↑ 0.9	212.7	211.6	↑ 1.1
APS per candidate	766.4	769.6	↓ 3.2	775.3	779.6	↓ 4.3	793.3	798.3	↓ 5.0

Figures are based on sixth forms

39. When figures include Nottinghamshire colleges the gap between national and the LA average widens. On APS per entry measure, the gap between Nottinghamshire and national for sixth form centres is 2.5 points where the equivalent figures when colleges are included is more than double at 5.9 points (one grade is the equivalent of 30 points).
40. Since 2010, figures for Nottinghamshire when colleges are included have increased 5 points over this period compared to 11.8 points increase in sixth form centres. Sixth forms have also witnessed year on year increases in this measure and are now above the LA average when it includes colleges.
41. This difference is reflected in statistical neighbour rankings. Out of our new statistical neighbours (introduced October 2014) Nottinghamshire sixth forms is positioned mid-way in the table at 6th position (where 1st is best) whereas when figures include colleges this decreases to 8th position.
42. The diagram below shows the improvement over time (2010 to 2014) comparing Nottinghamshire sixth forms to the Nottinghamshire and national average when data includes colleges.

Average Point Score per Entry

Time series 2010-2014



Other Options Considered

43. This is a report outlining local outcomes against national benchmarks. No other option is appropriate.

Reason/s for Recommendation/s

44. Members will wish to note the report so that they are aware of the progress made in Nottinghamshire schools and academies.

Statutory and Policy Implications

45. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION/S

- 1) That the achievements of young people attending Nottinghamshire schools and academies in Key Stage assessments in 2013/14 be noted.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Will Hurst
Performance Business Partner
Performance, Intelligence and Policy
Policy, Planning and Corporate Services
T: 0115 9774831
E: william.hurst@nottsc.gov.uk

Constitutional Comments

46. As this report is for noting only, no Constitutional Comments are required.

Financial Comments (SH 20/02/15)

47. There are no direct financial implications arising from this report .

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0596

APPENDIX 1

	Nottinghamshire				National				Statistical Neighbours			
	2014	2013	2012	Difference (2013-14)	2014	2013	2012	Difference (2013-14)	2014	2013	2012	Difference (2013-14)
Grammar, punctuation and spelling	75.1%	74.3%	-	↑ 0.8%	77.0%	74.0%	-	↑ 3.0%	76.0%	73.0%	-	↑ 3.0%
Reading	88.8%	87.3%	87.7%	↑ 1.5%	89.0%	86.0%	87.0%	↑ 3.0%	89.5%	86.2%	87.0%	↑ 3.3%
Writing (Teacher Assessed)	85.3%	84.4%	82.7%	↑ 0.9%	86.0%	84.0%	81.0%	↑ 2.0%	85.6%	83.8%	81.7%	↑ 1.8%
Mathematics	86.5%	86.0%	86.1%	↑ 0.5%	86.0%	85.0%	84.0%	↑ 1.0%	86.2%	84.4%	84.2%	↑ 1.8%
Reading, Writing & Mathematics	78.8%	76.8%	76.8%	↑ 2.0%	79.0%	75.0%	75.0%	↑ 4.0%	79.0%	75.4%	74.7%	↑ 3.6%

9 March 2015

Agenda Item: 05

**REPORT OF THE SERVICE DIRECTOR FOR EDUCATION, STANDARDS
AND INCLUSION****KEY STAGE 2 PERFORMANCE – ANALYSIS AND ACTIONS****Purpose of the Report**

1. The purpose of this report is to provide Members with an analysis of the final outcomes at Key Stage 2 in 2014. The report also outlines to members the actions currently being undertaken by the Support to Schools Service as well as those planned for 2015 -2016. Members are also asked to consider the recommendations in the light of both the LA's Education Improvement Strategy and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015). The report is particularly relevant to Members who are currently school governors as it recommends that they focus sharply on the impact of actions undertaken in school to raise attainment and progress for all pupils.

Information and Advice

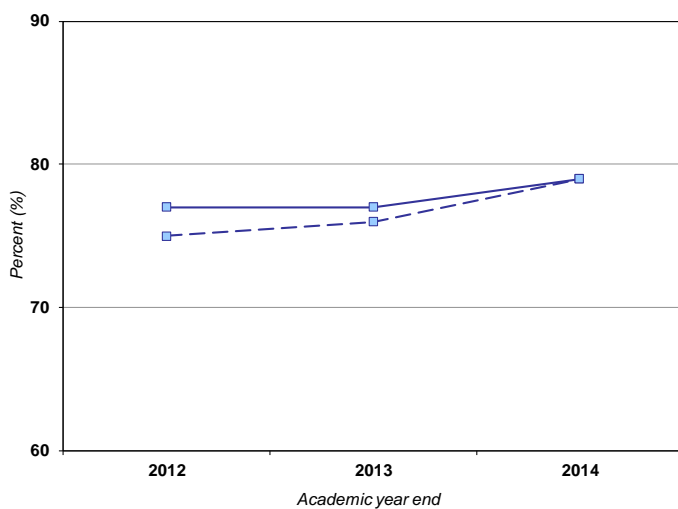
2. At the end of primary education, young people (typically aged 11 years) are assessed against the standards of the national curriculum through a combination of tests and teacher assessments. A new reporting arrangement was introduced in 2013. English was no longer reported and a new grammar, punctuation and spelling test was introduced. Pupils continue to sit reading and mathematics tests but writing tests were abolished in 2012 to be replaced by teacher assessments.
3. Pupils at the end of key stage 2 are expected to achieve level 4 and to have made at least two levels of progress between key stage 1 (typically aged 7 years) and key stage 2. Level 4b (sometimes referred to as a 'good level 4') refers to a test mark which is in the upper two-thirds of the level 4 mark range. Level 4b results are only reported for test subjects (reading, mathematics and grammar, punctuation and spelling). The information in this report is based on results which have been checked by schools as part of the Performance Tables checking exercise and are considered final published results.

Key Stage 2 Analysis

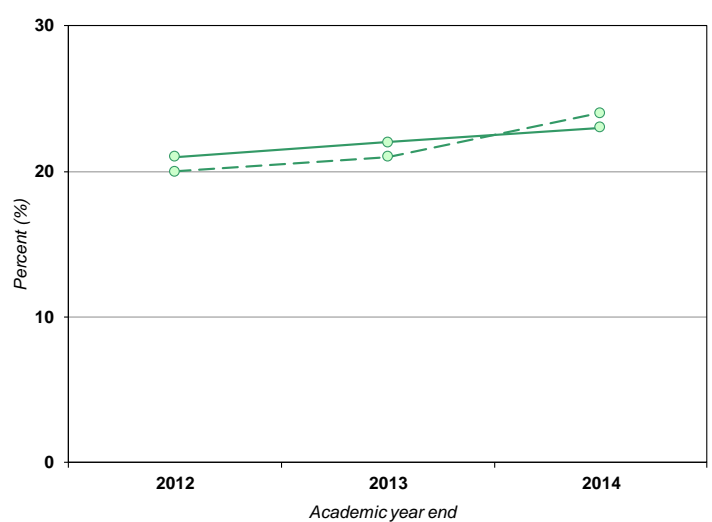
4. Since 2008, achievements at level 4 or above (the expected level for 11 year olds) have remained above or in line with national averages. Final published data for 2014 shows that the rate of improvement made across Nottinghamshire schools has slowed in comparison to national and statistical neighbours.

- The table attached as **Appendix 1** shows the rate of improvement across Nottinghamshire and national for the years 2013 and 2014. The 'Notts. vs National' columns shows the gap narrowing from 2013, where Nottinghamshire was in-line or above the national average in the majority of areas (with the exception of grammar, punctuation and spelling (GPS) at level 5 or above), to 2014 where most measures are in-line or below the average.
- The charts below demonstrate the reduction in the gap between Nottinghamshire and national in the combined measure of reading (test), writing (teacher assessed) and mathematics (test). A pupil must have achieved the required standard in all three subjects to be counted as having met the performance measure.

Key Stage 2 Reading, Writing and Maths 4+
Time Series 2012 - 2014



Key Stage 2 Reading, Writing and Maths 5+
Time Series 2012 - 2014



		2012	2013	2014
4+ R,W,M	—■— Nottinghamshire	77.0	77.0	79.0
	- -■- - National	75.0	76.0	79.0
5+ R,W,M	—●— Nottinghamshire	21.0	22.0	23.0
	- -●- - National	20.0	21.0	24.0

Analysis by gender

- Analysis by gender in all subjects at level 4 or above, shows that girls continue to outperform boys. In combined reading, writing and mathematics in 2014, 74% of boys achieved this outcome compared to 84% of girls, representing a 10 percentage point gap between the genders. This represents a widening of the gender gap from 8 percentage points reported in 2013.
- Comparisons between 2013 and 2014 show that girls increased three percentage points in combined reading, writing and mathematics at level 4 or above, which is in line with the increase witnessed nationally, while boys increased one point on this measure, which is three points below that seen nationally.

9. Comparisons nationally show that in all subjects at level 4 or above, boys are either in line with or below the national average where girls are in line or above. The tables below show analysis by gender against national averages for 2013 and 2014.

Boys

	<i>Nottinghamshire</i>			<i>National</i>			<i>Notts vs. National</i>	
	2014	2013	Difference	2014	2013	Difference	2014	2013
% Level 4 or above								
GPS	70	69	↑ 1	72	69	↑ 3	↓ -2	↔ 0
Reading	86	85	↑ 1	87	83	↑ 4	↓ -1	↑ 2
Writing TA	80	79	↑ 1	81	78	↑ 3	↓ -1	↑ 1
Maths	86	86	↔ 0	86	84	↑ 2	↔ 0	↑ 2
R,W,M	74	73	↑ 1	76	72	↑ 4	↓ -2	↑ 1
% making 2 or more levels progress								
Reading	91	89	↑ 2	90	87	↑ 3	↑ 1	↑ 2
Writing TA	91	91	↔ 0	92	90	↑ 2	↓ -1	↑ 1
Maths	89	89	↔ 0	90	88	↑ 2	↓ -1	↑ 1

Girls

	<i>Nottinghamshire</i>			<i>National</i>			<i>Notts vs. National</i>	
	2014	2013	Difference	2014	2013	Difference	2014	2013
% Level 4 or above								
GPS	81	80	↑ 1	81	79	↑ 2	↔ 0	↑ 1
Reading	91	90	↑ 1	91	88	↑ 3	↔ 0	↑ 2
Writing TA	91	90	↑ 1	90	88	↑ 2	↑ 1	↑ 2
Maths	87	86	↑ 1	86	85	↑ 1	↑ 1	↑ 1
R,W,M	84	81	↑ 3	82	79	↑ 3	↑ 2	↑ 2
% making 2 or more levels progress								
Reading	91	88	↑ 3	91	89	↑ 2	↔ 0	↓ -1
Writing TA	94	94	↔ 0	95	93	↑ 2	↓ -1	↑ 1
Maths	90	89	↑ 1	89	88	↑ 1	↑ 1	↑ 1

Analysis by ethnicity

10. Analysis by ethnic groups shows that 79% of pupils from a Black and minority ethnic group (BME) achieved level 4 or above in combined reading, writing and mathematics which is in line with the outcomes of pupils from a White British background.
11. The greatest improvement was made by pupils from a mixed ethnic background who, at combined reading, writing and mathematics at level 4 or above, increased 13 percentage points to 85% thus meeting this measure. This is five percentage points above the national for this group. All ethnic groups within this category witnessed double digit improvements on 2013.

12. Most ethnic groups in Nottinghamshire are in line or above the national average for the group with the exception of Irish pupils (although the cohort is low for this ethnic group in 2013 and 2014 with numbers standing at 16 and 14 respectively), any other white, any other Asian and any other group.
13. The table below shows outcomes in combined reading, writing and mathematics at level 4 or above by ethnic group.

	Nottinghamshire									National			Notts vs. National	
	<i>Pupils</i>		<i>Outcome</i>											
	2014	2013	2014	2013	Difference	2014	2013	Difference	2014	2013				
% Level 4 or above R,W,M														
White	7,353	7,199	78	77	↑ 1	79	76	↑ 3	↓ -1	↑ 1				
White British	7,084	6,992	79	77	↑ 2	79	76	↑ 3	↔ 0	↑ 1				
Irish	14	16	71	69	↑ 2	84	82	↑ 2	↓ -13	↓ -13				
Traveller of Irish Heritage	x	x	x	x	x	38	35	↑ 3	x	x				
Gypsy/Romany	19	14	63	57	↑ 6	29	23	↑ 6	↑ 34	↑ 34				
Any other White background	234	176	69	75	↓ -6	71	68	↑ 3	↓ -2	↑ 7				
Mixed	304	273	85	72	↑ 13	80	76	↑ 4	↑ 5	↓ -4				
White and Black Caribbean	111	94	84	70	↑ 14	75	72	↑ 3	↑ 9	↓ -2				
White and Black African	22	21	86	76	↑ 10	81	75	↑ 6	↑ 5	↑ 1				
White and Asian	62	50	90	76	↑ 14	83	80	↑ 3	↑ 7	↓ -4				
Any other mixed background	109	108	82	71	↑ 11	81	79	↑ 2	↑ 1	↓ -8				
Asian	218	203	83	84	↓ -1	80	76	↑ 4	↑ 3	↑ 8				
Indian	78	75	88	87	↑ 1	86	83	↑ 3	↑ 2	↑ 4				
Pakistani	81	77	78	87	↓ -9	75	71	↑ 4	↑ 3	↑ 16				
Bangladeshi	15	14	100	57	↑ 43	81	76	↑ 5	↑ 19	↓ -19				
Any other Asian background	44	37	75	84	↓ -9	83	78	↑ 5	↓ -8	↑ 6				
Black	62	57	84	77	↑ 7	76	73	↑ 3	↑ 8	↑ 4				
Black Caribbean	12	17	83	65	↑ 18	73	70	↑ 3	↑ 10	↓ -5				
Black African	31	30	84	87	↓ -3	78	75	↑ 3	↑ 6	↑ 12				
Any other Black background	19	10	84	70	↑ 14	74	70	↑ 4	↑ 10	↔ 0				
Chinese	24	28	92	82	↑ 10	88	85	↑ 3	↑ 4	↓ -3				
Any other ethnic group	32	19	66	58	↑ 8	73	70	↑ 3	↓ -7	↓ -12				

X = figures suppressed as cohort is below 10

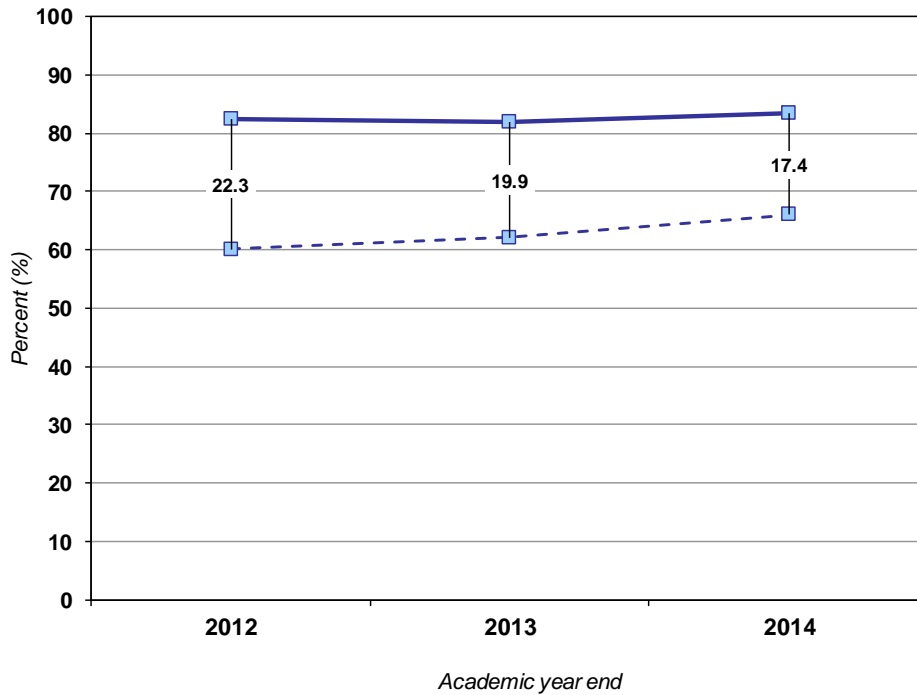
Pupils where the ethnicity is unknown, not obtained or refused are excluded from the above table

Analysis by free school meal

14. The free school meal (for pupils eligible at any point in the past 6 years – FSM6) gap has narrowed in 2014 for the third year running. Final figures show at level 4 or above in combined reading, writing and mathematics 66.0% of FSM6 pupils achieved this measure compared to 83.4% who were not FSM6, representing a gap of 17.4 percentage points. This is a 2.5 percentage point decrease from the 19.9 reported in 2013.
15. 2014 final results show that FSM6 pupils witnessed the greatest increase in those achieving level 4 or above in reading, writing and mathematics (3.9 percentage points increase on 2013 to 66.0%) vs those who were not FSM6 (1.4 percentage point increase to 83.4%).

16. Comparisons against a provisional national figure place Nottinghamshire 1.4 percentage points above the national average. However, we continue to narrow the gap at a rate faster than is witnessed nationally. Between 2013 and 2014, Nottinghamshire reduced the gap by 2.5 percentage points while nationally the gap narrowed by 1 point.
17. The chart below shows the attainment in combined reading, writing and mathematics at level 4 or above for FSM6 / non-FSM6 pupils and the narrowing attainment gap.

FSM/ Non-FSM gap within Nottinghamshire
4+ in Reading, Writing and Maths



		2012	2013	2014
LA	—■— Non-FSM 6	82.5	82.0	83.4
	- -■- FSM 6	60.2	62.1	66.0
	FSM 6 / Non-FSM 6 GAP	22.3	19.9	17.4

Nottinghamshire's school improvement strategy

18. Nottinghamshire's School Improvement Strategy is in line with the Nottinghamshire Schools' Policy which aims at ensuring that every school in the County is at least a good school. The strategy is underpinned by partnership work with all schools, irrespective of governance, Teaching School Alliances (TSAs), National Leaders of Education (NLEs), Local Leaders of Education (LLEs), Partnership Leaders (PLs) and other education providers, around a shared vision and commitment to raise standards for all pupils and to close the gap in relation to disadvantaged groups. The detailed strategy is outlined in the 'School Improvement Strategy' March 2014 and is currently being revised to reflect the revised Statutory guidance to LAs in relation to Schools Causing Concern (January 2015).
19. There are currently eight highly experienced school improvement advisers within the Support to Schools Service. These advisers are deployed to schools in adverse Ofsted

categories, and schools judged to require improvement. Advisers also support schools at risk of being in an Ofsted category of concern and at risk of requiring improvement. In addition, advisers quality assure good and outstanding schools on a rolling programme to ensure that these schools are maintaining their high quality provision.

20. At the time of writing this report, the service and key partners are currently providing support to:
- 23 schools at risk of requiring improvement or an adverse Ofsted category
 - 60 schools at risk of not being judged to be 'good' at their next Ofsted inspection
 - 24 schools that are not securely good, or are experiencing short term challenges
 - 7 academies which choose to buy back LA support (5 secondary, 2 primary)
 - health check (watching briefs) visits following RAISEonline data review to schools with low value added: 22 schools in autumn term 2014; 16 schools in spring 2015
 - quality assurance visits to good and outstanding schools: 22 schools in autumn term 2015; 15 schools in spring 2015.
21. In addition, all advisers contribute to the planning, delivery and evaluation of the service's sold offer to schools. The impact of courses and training offered through the sold service is analysed through evaluation sheets for all training events. Course evaluations submitted so far since September 2014 show 93% of evaluations graded the training as very useful or useful and only 1% found the training to be of no use.
22. Support for schools causing concern is brokered by the team managers with the relevant Teaching School Alliance. In relation to schools not in membership of an alliance, their support is brokered directly with partners by team managers. At present, there are six in the County: Torch TSA (Toothill Academy), Redhill Teaching School Alliance, Trent Valley (Tuxford Academy), Minster; Cotgrave Candleby Lane; George Spencer Academy; and The Nottingham Catholic Teaching School Alliance.
23. The key role of the adviser in these high and medium risk schools is to monitor the impact of this support in improving the quality of leadership, teaching and learning as well as the outcomes for all pupils and to hold the school being supported to account. The advisers will also raise concerns about any support that is not appropriately impacting on improvement, although such concerns are rare.

Schools causing concern; statutory guidance for local authorities (DfE January 2015)

24. In January 2015, the DfE revised its statutory guidance for local authorities for Schools Causing Concern. This statutory guidance clarifies the circumstances which the DfE believes would qualify for intervention on the grounds of the "breakdown in the way in which the school is managed or governed". In particular it states that evidence of such a breakdown could be:
- high governor turnover
 - a significant, unexplained change to the constitution
 - the governing body having an excessive involvement in the day to day running of the school.

25. This guidance advises the situations that could indicate a failure of governance that may prejudice standards. In relation to maintained schools, the local authority is advised to investigate and intervene if necessary, through the issuing of a warning notice where there are concerns. LAs are also advised that warning notices should be issued to governing bodies who do not implement an external review of the use and impact of the Pupil Premium if advised by Ofsted following an inspection.
26. In addition, the statutory guidance also includes a separate section entitled “non-statutory guidance relating to governance”. This section outlines that local authorities should be actively attempting to prevent schools from becoming “eligible for intervention” by ensuring that governors are well trained, have the necessary skills and have in place “appropriate” systems for monitoring the quality of governance.
27. This statutory guidance confirms the responsibility for the outcome of academies with the Secretary of State for Education although LAs are advised to raise concerns about an academy’s performance with the Regional Schools Commissioner.
28. A specific variation to the LA Education Improvement Strategy to raise standards in Key Stage 2, and particularly in 2015/16, is attached as **Appendix 2**.

Other Option/s Considered

29. Other options have not been considered as the advised actions reflect the LA’s Schools causing concern strategy which has been fully consulted on with all schools and other relevant stakeholders and will be reviewed in the light of the most recent ‘Schools causing concern statutory guidance for Las’.

Reason/s for Recommendation/s

30. Ensuring every child in Nottinghamshire achieves their potential within their primary education is essential to secure a firm foundation of essential skills that underpin the secondary curriculum and ensures that, on completing statutory education, each child has the necessary knowledge, skills and understanding to become a responsible citizen within society with the confidence and skills to ensure economic independence.

Statutory and Policy Implications

31. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Crime and Disorder Implications

32. Crime and disorder implications have been considered in the writing of this report. Pupils who become disenfranchised from education as a result of poor attainment and progress are at risk of involvement in criminal activity. Therefore ensuring that every child

accesses high quality education and is able to succeed plays a significant role in reducing their likelihood to engage in crime and disorder.

Financial Implications

33. No additional funding is requested by this report. The service's budget and structure has been confirmed by Committee on 17 March 2014 and the further development of the sold service to schools will ensure that the Education Improvement Service continues to be able to support and challenge Nottinghamshire schools.

Human Rights Implications

34. Article 26 of the Universal Declaration of Human Rights identifies access to education as a right. In addition, this article incorporates the 'full development of the human personality and confirms that education should engender tolerance and friendship among all nations' racial or religious groups'.
35. The report also reflects the current focus on the role and responsibility of education to promote British values.

RECOMMENDATION/S

That:

- 1) the analysis of the final outcomes at Key Stage 2 be noted
- 2) the additional actions undertaken by the Support to Schools Service from January 2015 to address the issues raised by the relative decline in outcomes at Key Stage 2 as well as those planned for 2015-2016 be endorsed
- 3) the supporting documents entitled Education Improvement Strategy (**Appendix 2**) and the Statutory Guidance to Local Authorities for Schools Causing Concern (January 2015) be noted
- 4) the Committee endorses the approach of encouraging school governors to ensure a sharp focus on reviewing 'impact' rather than completion of actions when reviewing and evaluating the school's development plan.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Marion Clay
Group Manager Support to Schools Service
T: 0115 9773736
E: marion.clay@nottsc.gov.uk

Constitutional Comments (SLB 23/02/15)

36. Children and Young People's Committee is the appropriate body to consider the content of the report.

Financial Comments (SS 25/02/15)

37. There are no financial implications arising directly from this report.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Schools Causing Concern - Statutory Guidance for Local Authorities: January 2015

Support to Schools Service – proposed restructure of the Education Improvement Service – report to Children and Young People’s Committee on 17 March 2014

Electoral Division(s) and Member(s) Affected

All.

C0597

APPENDIX 1

	<i>Nottinghamshire</i>			<i>National</i>			<i>Statistical Neighbours</i>			<i>Notts vs. National</i>		<i>Notts vs. Stat. N.</i>	
	2014	2013	Difference	2014	2013	Difference	2014	2013	Difference	2014	2013	2014	2013
% Level 4 or above													
GPS	75	74	↑ 1	77	74	↑ 3	76	73	↑ 3	↓ -2	↔ 0	↓ -1	↑ 1
Reading	89	87	↑ 2	89	86	↑ 3	90	86	↑ 3	↔ 0	↑ 1	↓ -1	↑ 1
Writing TA	85	84	↑ 1	86	83	↑ 3	86	84	↑ 2	↓ -1	↑ 1	↓ -1	↑ 0
Maths	87	86	↑ 1	86	85	↑ 1	86	84	↑ 2	↑ 1	↑ 1	↑ 1	↑ 2
R,W,M	79	77	↑ 2	79	75	↑ 4	79	75	↑ 4	↔ 0	↑ 2	↔ 0	↑ 2
% Level 4B or above													
GPS	66	65	↑ 1	68	65	↑ 3	68	64	↑ 4	↓ -2	↔ 0	↓ -2	↑ 1
Reading	78	76	↑ 2	78	75	↑ 3	79	75	↑ 4	↔ 0	↑ 1	↓ -1	↑ 1
Maths	76	75	↑ 1	76	73	↑ 3	76	73	↑ 3	↔ 0	↑ 2	↔ 0	↑ 2
R,W,M	67	65	↑ 2	67	63	↑ 4	68	63	↑ 5	↔ 0	↑ 2	↓ -1	↑ 2
% Level 5 or above													
GPS	50	47	↑ 3	52	48	↑ 4	52	47	↑ 5	↓ -2	↓ -1	↓ -2	↔ 0
Reading	49	46	↑ 3	50	45	↑ 5	52	45	↑ 7	↓ -1	↑ 1	↓ -3	↑ 1
Writing TA	32	31	↑ 1	33	30	↑ 3	35	32	↑ 3	↓ -1	↑ 1	↓ -3	↓ -1
Maths	41	42	↓ -1	42	41	↑ 1	42	41	↑ 2	↓ -1	↑ 1	↓ -1	↑ 2
R,W,M	23	22	↑ 1	24	21	↑ 3	24	22	↑ 2	↓ -1	↑ 1	↓ -1	↔ 0
% making 2 or more levels progress													
Reading	91	89	↑ 2	91	88	↑ 3	91	87	↑ 4	↔ 0	↑ 1	↔ 0	↑ 2
Writing TA	93	92	↑ 1	93	92	↑ 1	93	91	↑ 2	↔ 0	↔ 0	↔ 0	↑ 1
Maths	89	89	↔ 0	90	88	↑ 2	89	87	↑ 2	↓ -1	↑ 1	↔ 0	↑ 2

GPS refers to grammar, punctuation and spelling tests

R,W,M refers to combined results in all the three of reading (test), writing (teacher assessed), maths (test).

A strategy to raise standards at key stage 2

1. If Nottinghamshire is to secure improved outcomes at the end of key stage 2, all schools must continue to focus on high quality first teaching, using accurate tracking data to identify individuals and groups of pupils who would benefit from personalised high quality intervention. The effective use of the Pupil Premium should also ensure that more vulnerable pupils access enriched provision which impacts positively on attainment and progress.
2. The Education Improvement Service reviews the impact of the service on a yearly basis and revises its improvement plan to ensure a focus on outcomes and impact. This plan is underpinned by key strategic actions to ensure whole school improvement and not just a focus on Year 6. However, given the outcomes at key stage 2 in 2014, additional actions have been identified to focus the attention of all partners on improved outcomes for all primary aged pupils, and particularly those currently in year 6.
3. To this end, the group manager for the Support to Schools Service wrote to all headteachers in community primary schools and primary academies in February 2015, to share the key challenges following the publication of final 2014 key stage 2 data. A separate letter was also sent by the group manager to primary schools below the floor target. In addition, the service director also wrote to all Teaching School Alliance headteachers to ensure their continued focus on improving the outcomes of pupils at key stage 2 in their alliance primary schools. In all three letters, specific advice was provided to ensure that pupils are identified and targeted with additional provision. Copies of these letters have been sent to chairs of governors to ensure that they too are able to hold schools to account for the progress and outcomes of all pupils.

Key actions to improve outcomes at key stage 2 in 2015

4. Following the analyses of the 2014 key stage 2 outcomes, NCC's School Improvement Strategy for 2015-2016 will focus on additional actions with concentration on the outcomes at the end of year 6 and the improvement of leadership, governance, as well as teaching and learning.
5. In order to strengthen the effectiveness of governors in relation to school improvement, actions include:
 - a. the revision of the School Improvement Strategy to incorporate the advice to Local Authorities in relation to governing bodies effectively holding headteachers to account. This will incorporate:
 - a stronger focus on ensuring good and outstanding governance, including the monitoring of the effectiveness of the LA Governor
 - a clear focus on monitoring the impact of the support and challenge provided by National Leaders of Governance particularly in schools in adverse Ofsted categories and judged to 'Require Improvement'

- clarification around the use of Warning Notices and implementation of Interim Executive Boards
 - clarification of the responsibility for the outcomes of academies, which essentially rests with the Regional School Commissioner
 - clarification of the responsibility on the County Council to raise any known concerns about academies in its area in relation to both standards and governance
 - a Director's Report to governors on the DfE revised Schools Causing Concern Guidance to be written for April 2015 and presented at the summer term 2015 Heads and Chairs briefings.
- b. The review and further development of elements of the County's governing body services to ensure that:
- LA governors are effectively monitored in relation to their impact on school improvement (i.e. holding the headteacher to account for pupil outcomes, impact of the pupil premium)
 - increased monitoring of governing bodies in relation to governor turnover, recruitment difficulties
 - a solid offer to governors that is refocused on governors' role in securing and maintaining school improvement (i.e. ensuring that LA governors in particular have a clear understanding of what 'good' and 'outstanding' governance is and their essential role in monitoring 'impact' rather than actions completed)
 - a further development of training and support for clerks to ensure their clear understanding of effective governance, including the relevant aspects of the DfE's revised 'Schools Causing Concern' guidelines.
6. Further short term actions to be undertaken by appropriate advisers, particularly in relation to securing improvements in the 2015 outcomes at key stage 2, to include:
- all advisers working with Schools Causing Concern to include a focus on directly monitoring year 6 pupils on track to achieve level 4 in 2 of reading, writing, mathematics but not all 3
 - all advisers working with schools causing concern to incorporate a focus on year 6 into partnership support plans, if not already identified
 - all advisers to ensure that the development and action plans in all schools causing concern, clearly identifies the monitoring of pupil outcomes in relation to being on track to achieve Level 4 in all 3 strands at the end of year 6
 - Virtual School data to be further reviewed and monitored to identify any year 6 with the potential to achieve Level 4 in all 3 strands to access one-to-one tuition

- Achievement and Equality consultants to work directly with schools causing concern to identify year 6 pupils who have English as an acquired language (EAL) who are on track to achieve 2 of the 3 strands and to mediate appropriate additional support.
7. Actions focusing on the outcomes of disadvantaged pupils, as outlined in the County Council's Closing the Gap Strategy, and to include:
- the identification of FSM pupils in year 6 who are on track to achieve Level 4 in 2 of reading, writing, mathematics but not all 3
 - advice to schools on the effective use of the pupil premium to secure good outcomes for FSM pupils.
8. Headteacher briefings, conferences and meetings to include a sharp focus on raising attainment and securing good progress through effective leadership. Specific actions will include:
- effective strategies to close the attainment gap to be mediated at the Spring 2015 Headteacher and senior leader briefings
 - further analysis of the outcomes of 2014 key stage 2 outcomes to inform the planning of workshops with key challenges to be threaded through all sessions
 - the effective use of LA Leadership and Management reviews where impact of improvement is not evidenced after one term of partnership support. In addition, the appropriate use of support plans within the appraisal process for headteachers to be mediated in a timely manner and after one term if leadership is not impacting positively on school improvement
 - the sharing of the impact of partnership support and any emerging leadership concerns with the chairs of governors
 - the effective use of a Primary Focus Group (PFG) if a range of support services are involved in any partnership to ensure that all agencies focus on the impact of their shared and separate action plans, thus avoiding duplication or fragmentation of support
 - the use of Formal Warnings to be considered where there is no impact on school improvement after one term of partnership support
 - the use of Formal Warnings to be considered in relation to any school where governance is identified as a key weakness following any leadership review or Ofsted outcome identifying weaknesses in governance.
9. Medium term strategies will be incorporated within the revised School Improvement Strategy and will focus on the further strengthening of partnership working across the authority. Specific actions will include:
- a review of all partnerships across the County to ensure a sharp focus on impact rather than the completions of actions or strategies

- further review of known partnership with TSAs, NLEs, LLEs, PLs and other stakeholders to ensure a continued focus on the ‘impact’ of support on improving attainment and progress across the County
 - specific work with TSAs and other partnerships to map effective subject leadership expertise (SLEs/Advanced Skills Teachers (ASTs)) to share with all schools
 - joint TSA and Support to Schools Service meetings to share field knowledge about Schools Causing Concern (SCC) to improve the capacity of TSAs to respond speedily to requests for specific support
 - further consultation with all good and outstanding schools to further develop the quality assurance (QA) process for good and better schools with a view of mediating TSA involvement in this process
 - further work with DfE funded mathematics hubs and LA mathematics Networks in order to support the further development of a bespoke offer for Nottinghamshire schools based on local data.
10. There will be a key focus on consolidating the role of the LA in securing accurate data as a result of the centralisation of data within Corporate Services. Key actions will include:
- agreeing the timeline with corporate services to ensure the completion of data sets and analysis of LA data at county, district and school levels. The data agreement will identify the subject and group data that is necessary to support the effectiveness of advisers’ work with all schools, including SCC
 - ensuring the renewal of the Fischer Family Trust Aspire contract beyond 2017 as this underpins Nottinghamshire’s School Improvement Strategy
 - advising and encouraging all schools to buy into FFT Aspire at the spring term headteacher briefings so that families of schools and other partnerships, including TSA Alliance schools, can access data sets that will support more detailed tracking, monitoring and analysis of outcomes, thus informing the focus of collaborative working in key areas of underperformance in early years, key stages 1 and 2, phonics, reading, writing and mathematics and grammar, punctuation and spelling
 - using data to identify good practice in relation to the teaching of early phonics at Foundation and key stage 1 and grammar, punctuation and spelling, which continue to be key areas of weakness.
11. The sold offer will continue to primarily focus on national developments such as the new primary curriculum and changes within statutory assessment (assessing without levels). As partnership with TSAs continue to develop, key actions will include:
- the development of a coherent sold service across Nottinghamshire as a result of the strengthening of the LA partnership with all TSAs
 - the development of continuing professional development (CPD) with a sharp focus on underpinning subject knowledge such as basic numeracy, the teaching of early

phonics and the effective teaching of grammar, punctuation and spelling, particularly at key stage 2 and the teaching of inference when reading

- subject knowledge and expectations as a result of the new primary National Curriculum to inform the planning of school level CPD and also the sold offer
- the development of effective practice to ensure that 'assessing without levels' is embedded across the county in preparation for September 2016 when 'levels of attainment' end.

9 March 2015

Agenda Item: 06

**REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****NOTTINGHAMSHIRE SCHOOL ADMISSION ARRANGEMENTS 2016-2017****Purpose of the report**

1. This report makes recommendation, following statutory consultation, to enable Committee to determine the following, as detailed in **Appendix 1**:
 - arrangements for the admission of pupils to Nottinghamshire community and voluntary controlled schools
 - Nottinghamshire County Council's qualifying scheme (admissions to a relevant age group)
 - Nottinghamshire County Council's in-year coordinated scheme for applications to Nottinghamshire schools outside the normal admission round (in-year admissions)
 - amendment to measuring point for Chuter Ede Primary School to take effect for admissions from September 2016
 - expansion of Sutton Bonington Primary School catchment area to include Redhill Lock to take effect for admissions from September 2016.

Information and advice

2. All admission authorities must determine arrangements by 15 April every year, even if there have been no changes from previous years and consultation has not been required.
3. Nottinghamshire County Council, as the local authority, is the admissions authority for community and voluntary controlled schools in Nottinghamshire and is therefore responsible for determining the admission arrangements for these schools.
4. The County Council is also responsible for coordinating admission arrangements for all publicly funded schools in its area. These requirements are described in the School Standards and Framework Act (SSFA) 1998 and the School Admissions Code (SAC) 2014 which are available from the Department for Education website www.education.gov.uk.
5. A new School Admissions Code came into force on 19 December 2014. This sets out new timelines for consultation which take effect for admission arrangements for 2017-2018 onwards.

6. The County Council continues to operate an in-year coordinated scheme for community and voluntary controlled schools with an option for own admission authority schools to participate.

Statutory annual consultation

7. Where changes to admission arrangements are proposed, all admission authorities must consult for a minimum of eight weeks between 1 November and 1 March in the determination year on the admission arrangements for those schools for which they are responsible (School Admissions Code 2012, paragraph 1.42 – 1.50).
8. Nottinghamshire County Council consulted on 2016-2017 admission arrangements between 1 December 2014 and 31 January 2015.
9. The consultation was available for the full period at:
www.nottinghamshire.gov.uk/learning/schools/admissions/admissionsconsultation16-17/
10. Information about where to access the consultation was sent in advance to:
 - all community and voluntary controlled schools in Nottinghamshire
 - all own admission authority schools in Nottinghamshire
 - chairs of governing bodies of Nottinghamshire schools (where the chair's email was known to the authority)
 - all neighbouring local authorities
 - diocesan representatives
 - all registered early years providers within Nottinghamshire.
11. In addition, an advert was published in the local press immediately prior to the consultation opening, to notify other persons in the relevant area who have an interest in the proposed arrangements that the document was available.
12. Consultees were invited to respond by completing an online form, emailing or writing to the County Council. All responses received by 31 January 2015 were considered.

Additional information (key changes)

13. The proposal to remove priority for siblings for out of catchment residents was included in response to the expressed views of Members.
14. The consultation document also included (section 4):
 - information to note about Kneesall CE Primary School's request to be linked to Tuxford Academy as well as Dukeries Academy
 - proposal to amend the measuring point for Chuter Ede Primary School
 - proposal to expand Sutton Bonington Primary School catchment area to include Redhill Lock.

Other options considered

15. No other options were considered.

Reason/s for recommendation/s

16. To enable the County Council to meet its statutory responsibility to determine Nottinghamshire County Council's admission arrangements by 15 April 2015.

Statutory and Policy Implications

17. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Implications for Service Users

18. Over 25,000 families express a school preference each year. In drawing up these admission arrangements, Nottinghamshire County Council ensures that the practices and the criteria used to decide the allocation of school places are fair, clear and objective.

RECOMMENDATIONS

- 1) That Nottinghamshire County Council determines the proposed admission arrangements for 2016-2017, as detailed in **Appendix 1**, including:
 - published admission numbers as listed in Section 1 of the arrangements
 - admission oversubscription criteria for community and voluntary controlled schools in Section 2
 - Nottinghamshire County Council's coordinated schemes in Section 3.
 - items in Section 4:
 - amendment to measuring point for Chuter Ede Primary School to take effect for admissions from September 2016
 - expansion of Sutton Bonington Primary School catchment area to include Redhill Lock to take effect for admissions from September 2016.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Mary Kiely,
Access and admissions strategy team manager
T: 0115 9774274
E: mary.kiely@nottscc.gov.uk

Constitutional Comments (LM 23/02/15)

19. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (SS 25/02/15)

20. There are no financial implications arising directly from this report.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0587

ADMISSION ARRANGEMENTS FOR COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS: 2016-2017

CONTENTS

Overview

Section 1 - Published admission numbers

- 1.1 - Ashfield area
- 1.2 - Bassetlaw area
- 1.3 - Broxtowe area
- 1.4 - Gedling area
- 1.5 - Mansfield area
- 1.6 - Newark area
- 1.7 - Rushcliffe area

Section 2 - Admission oversubscription criteria for Nottinghamshire community and voluntary controlled schools

- 2.1 - definitions of key terms
- 2.2 - standard reception oversubscription criteria and variations
- 2.3 - standard junior/primary oversubscription criteria and variations
- 2.4 - standard secondary oversubscription criteria – year 7 and year 12

Section 3 - Nottinghamshire County Council's coordinated schemes 2016-2017

- 3.1 – qualifying schemes (admissions to a relevant age group)
- 3.2 – in-year coordinated scheme

Section 4 – Key changes

- 4.1 - Kneesall Primary School (Newark area) link to Tuxford Academy (Bassetlaw area)
- 4.2 - Chuter Ede Primary School, Newark area – amendment to measuring point
- 4.3 - Redhill Lock area – extension of catchment area for Sutton Bonington Primary School, Rushcliffe area

Overview

Coordinated admission arrangements

Nottinghamshire County Council as the local authority is responsible for coordinating admission arrangements for all maintained schools and academies in its area. Coordination establishes a mechanism to ensure that, as far as is possible, every parent of a child living in a local authority area (the home authority) who has applied to a maintained school or academy is sent one, and only one, offer of a school place by their local authority. Nottinghamshire has also established seven relevant areas which are coterminous with the seven district council areas.

In addition, all community and voluntary controlled schools have a designated catchment area, details of which are available on the public website www.nottinghamshire.gov.uk.

Published admission numbers

All schools are required to have a published admission number. This is the number of pupils each school can admit. For Nottinghamshire community and voluntary controlled schools these are detailed by area in Section 1. Own admission authority schools are not included.

Admission oversubscription criteria

The definitions of key terms are set out in Section 2.1 before the standard admission oversubscription criteria. The County Council has amended the criterion for out of catchment area pupils to remove priority for siblings. Some schools have a variation to the standard criteria and these are also set out in Section 2. Where there are more applications than places available, the oversubscription criteria are used to determine the priority of applications for school places. These are applied after those pupils with a statement of special educational needs or educational health and care plan have first been offered a place.

Nottinghamshire County Council's coordinated schemes and timetables are available in Section 3.

Qualifying schemes (admissions to a relevant age group)

Parents can state four preferences for any category of maintained school, either in Nottinghamshire (the home local authority) or any other school in another local authority area. Nottinghamshire residents will receive a decision about a place from Nottinghamshire County Council only, irrespective of the school for which they are applying. All offers of school places, including those made on behalf of other admission authorities (academy, foundation, free, studio, trust and voluntary aided schools) within and outside of Nottinghamshire will be made by Nottinghamshire County Council, as the local authority, in its role as coordinator of the admission schemes. If a school is oversubscribed, all preferences will be considered against the admission oversubscription criteria for each named school by the appropriate admission authority on an 'equal preference' basis. If more than one offer can be made, the parent's highest ranked preference, decided in accordance with the admission oversubscription criteria for the individual school, will be offered to the parent.

In-year coordinated scheme

An application is an 'in-year' application if it is for the admission of a child to a relevant age group and it is submitted on or after the first day of the first school term of the admission year, or it is for the admission of a child to an age group other than a relevant age group. Applications will be considered in relation to the way that the school has been organised following the time the year group was first admitted to the school, subject to infant class size restrictions. Generally, and unless a variation is agreed with the County Council, the PAN which applied when the year group was first admitted to the school will apply. If places are available within the year group, the child will normally be admitted to the school.

SECTION 1: published admission numbers

1.1 – Ashfield area

Published admission numbers 2016-2017 Primary and secondary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)			
	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE
Abbey Hill Primary	30		
Annesley Primary	30		
Bagthorpe Primary	15	15	
<i>Beardall Fields Primary</i>	<i>45(30)</i>		
Brierley Forest Primary	60		
Broomhill Junior		60	
Butler's Hill Infant	60		
Croft Primary	60		
Dalestorth Primary	45		
Edgewood Primary	45		
Forest Glade Primary	30		
Greenwood Primary	60		
Healdswood Infant	60		
Hillocks Primary	45		
Holgate Primary	60		
Holly Hill Primary	50		
Jacksdale Primary	25	20	
Jeffries Primary	40		
John Davies Primary	30	35	
Kingsway Primary	45		
Kirkby Woodhouse Primary	60		
Leen Mills Primary	60		
Mapplewells Primary	30		
Morven Park Primary	60		
<i>Orchard Primary</i>	<i>45(40)</i>		
Priestsic Primary	60		
St Andrew's CE Primary	45		
Selston High			180
Selston CE Infant	25		
Underwood CE Primary	25		
Westwood Infant	20		

Changes are *highlighted*. The published admission number (PAN) determined in 2015-2016 is detailed in brackets for information only.

1.2 – Bassetlaw area

Published admission numbers 2016-2017 Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Beckingham Primary	15	
Bracken Lane Primary	30	
Carr Hill Primary	40	50
Clarborough Primary	20	
Cuckney CE Primary	20	
Dunham CE Primary	15	
East Markham Primary	15	
Elkesley Primary	15	
Everton Primary	15	
Gateford Park Primary	30	
Haggonfields Primary	18	
Hallcroft Infant	40	
Langold Dyscarr Primary	40	
Mattersey Primary	10	
Misson Primary	16	
Misterton Primary	30	
<i>North Wheatley CE Primary</i>	12	
Ordsall Primary	60	
Prospect Hill Infant	60	
Prospect Hill Junior		60
Rampton Primary	10	
Ramsden Primary	30	
Ranby CE Primary	15	
Ranskill Primary	20	
Redlands Primary	60	
Sir Edmund Hillary Primary	60	
St Augustine's Primary	60	
St John's CE Primary	60	
St Matthew's CE Primary	10	
Thrumpton Primary	30	
Walkeringham Primary	8	

Changes are *highlighted*. The published admission number (PAN) determined in 2015-2016 is detailed in brackets for information only.

1.3 – Broxtowe area

Published admission numbers 2016-2017

Primary community and voluntary controlled schools

(Note: own admission authority schools are not included – refer to individual school website for information)

	RECEPTION INTAKE	Y3 INTAKE
Albany Infant	60	
Albany Junior		60
Alderman Pounder Infant	70	
<i>Awsworth Primary</i>	<i>50(40)</i>	
Banks Road Infant	60	
Beeston Fields Primary	50	
Bispham Drive Junior		60
Bramcote Hills Primary	60	
Brinsley Primary	30	
Brookhill Leys Primary	60	
College House Junior		80
Eskdale Junior		70
Gilthill Primary	30	
<i>Greasley Beauvale Primary</i>	<i>55(50)</i>	
Hollywell Primary	30	
Horsendale Primary	30	
John Clifford Primary	60	
Kimberley Primary	20	
Larkfields Infant	60	
Larkfields Junior		60
Lynncroft Primary (pending academy status)	30	
Meadow Lane Infant	70	
Mornington Primary	40	
Round Hill Primary	75	
Rylands Junior		50
Springbank Primary	30	
St John's CE Primary	15	
Trent Vale Infant	50	
Trowell CE Primary	30	
Wadsworth Fields Primary	50	
William Lilley Infant	60	

Changes are *highlighted*. The published admission number (PAN) determined in 2015-2016 is detailed in brackets for information only.

1.4 – Gedling area

Published admission numbers 2016-2017

Primary and secondary community and voluntary controlled schools

(Note: own admission authority schools are not included – refer to individual school website for information)

	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE	Y12 INTAKE (external applicants)
Abbey Gates Primary	30			
All Hallows CE Primary	30			
Arno Vale Junior		60		
Arnold Mill Primary	45			
Arnold View Primary	45			
Burton Joyce Primary	45			
Carlton Central Infant	45			
Carlton Central Junior		50		
Colonel Frank Seely Comprehensive			180	10
Coppice Farm Primary	30			
Ernehale Infant	70			
Ernehale Junior		60		
Haddon Primary	30			
Hawthorne Primary	30			
Killisick Junior		50		
Lambley Primary	22			
Manor Park Infant	40			
Mapperley Plains Primary	45			
Netherfield Primary	60			
Newstead Primary	20			
Parkdale Primary	60			
Phoenix Infant	60			
Pinewood Infant	50			
Porchester Junior		45		
Priory Junior		60		
Richard Bonington Primary	60			
Robert Mellors Primary	30			
Sir John Sherbrooke Junior		50		
St Wilfrid's CE Primary	30			
Standhill Infant	45			
Stanhope Primary	35			
Westdale Infant	60			
Westdale Junior		60		
Willow Farm Primary	30			
Woodthorpe Infant	60			

Changes are *highlighted*. The published admission number (PAN) determined in 2015-2016 is detailed in brackets for information only.

1.5 – Mansfield area

Published admission numbers 2016-2017

Primary and secondary community and voluntary controlled schools

(Note: own admission authority schools are not included – refer to individual school website for information)

	RECEPTION INTAKE	Y3 INTAKE	Y7 INTAKE	Y12 INTAKE (external applicants)
Abbey Primary	60			
Asquith Primary	45			
Berry Hill Primary	60			
Church Vale Primary	30			
Crescent Primary	45			
Eastlands Junior		40		
Farmilo Primary	30			
Forest Town Primary	60			
Garibaldi College			165 (185)	20
Heatherley Primary	30			
Heathlands Primary	25			
Hetts Lane Infant	60			
High Oakham Primary	60			
Holly Primary	40			
Intake Farm Primary	30			
John T Rice Infant	45			
King Edward Primary	60			
Leas Park Junior		70		
Netherfield Infant	40			
Nettleworth Infant	70			
Newlands Junior		45		
Northfield Primary	30			
Oak Tree Primary	40			
Sherwood Junior		60		
St Edmund's CE Primary	30			
Sutton Road Primary	60			
Wynndale Primary	30			

Changes are **highlighted**. The published admission number (PAN) determined in 2015-2016 is detailed in brackets for information only.

1.6 – Newark area

Published admission numbers 2016-2017 Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Bleasby CE Primary	20	
Blidworth Oaks Primary	45	
Bowbridge Primary (pending academy)	60	
Chuter Ede Primary	90	
Coddington CE Primary	60	
Crompton View Primary	40	
Dean Hole CE Primary	8	
Forest View Junior		60
Halam CE Primary	15	
Holy Trinity CE Infant	25	
John Blow Primary	30	
John Hunt Primary	60	
King Edwin Primary	60	
Kirklington Primary	8	
Kneesall CE Primary	15	
Lake View Primary	30	
Lovers Lane Primary	30	
Lowe's Wong Infant	70	
Lowe's Wong Anglican Methodist Junior		100
Manners Sutton Primary	8	
Maun Infant	60	
Mount CE Primary	30	
Muskham Primary	30	
North Clifton Primary	8	
Norwell CE Primary	10	
Ollerton Primary	50	
Python Hill Primary	50	
Queen Eleanor Primary	10	
Ravenshead CE Primary	60	
Samuel Barlow Primary	40	
St Peter's CE Primary	30	
Sutton on Trent Primary	20	
Walesby CE Primary	20	
William Gladstone CE Primary	45	30
Winthorpe Primary	15	

Changes are *highlighted*. The published admission number (PAN) determined in 2015-2016 is detailed in brackets for information only.

1.7 – Rushcliffe area

Published admission numbers 2016-2017 Primary community and voluntary controlled schools (Note: own admission authority schools are not included – refer to individual school website for information)		
	RECEPTION INTAKE	Y3 INTAKE
Abbey Road Primary	60	
Brookside Primary	30	
Bunny CE Primary	14	
Carnarvon Primary	70	
Costock CE Primary	10	
Cropwell Bishop Primary	30	
Crossdale Drive Primary	30	
<i>Edwalton Primary</i>	<i>60(50)</i>	
Flintham Primary	15	
<i>Gotham Primary</i>	<i>30(25)</i>	
Greythorn Primary	45	
Heymann Primary	90	
James Peacock Infant	85	
Jesse Gray Primary	60	
Keyworth Primary	30	
Kinoulton Primary	20	
Lady Bay Primary	60	
Langar CE Primary	15	
Lantern Lane Primary	44	
Normanton on Soar Primary	12	
Orston Primary	20	
Radcliffe on Trent Infant	75	
Radcliffe on Trent Junior		70
Robert Miles Infant	60	
Robert Miles Junior		60
St Peter's Ruddington CE Junior		85
Sutton Bonington Primary	30	
Tollerton Primary	30	
West Bridgford Infant	81	
West Bridgford Junior		80
Willoughby Primary	7	
Willowbrook Primary	30	

Changes are *highlighted*. The published admission number (PAN) determined in 2015-2016 is detailed in brackets for information only.

SECTION 2:

Admission oversubscription criteria for Nottinghamshire community and voluntary controlled schools

2.1 - definitions of key terms

2.2 - standard reception oversubscription criteria and variations

2.3 - standard junior/primary oversubscription criteria and variations

2.4 - standard secondary oversubscription criteria – year 7 and year 12

2.1 Definitions of key terms

The following definitions are used for all community and voluntary controlled schools.

2.1.1 Looked after and previously looked after

A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions in accordance with section 22(1) of the Children Act 1989 at the time of making an application to a school.

Previously looked after children are children who were looked after, but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order). This includes children who were adopted under the Adoption Act 1976 and children who were adopted under section 46 of the Adoption and Children Act 2002.

Child arrangements orders are defined in section 8 of the Children Act 1989, as amended by section 12 of the Children and Families Act 2014. Child arrangements orders replace residence orders and any residence order in force prior to 22 April 2014 is deemed to be a child arrangements order. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

2.1.2 Home address

The child's place of residence is taken to be the parental home, other than in the case of children fostered by a local authority, where either the parental address or that of the foster parent may be used. If a child's parents live at separate addresses, the address where the child permanently spends at least three 'school' nights (Sunday, Monday, Tuesday, Wednesday or Thursday) will be taken to be the place of residence. Addresses of other relatives or friends will not be considered as the place of residence, even if the child stays there for all or part of the week. Evidence that a child's place of residence is permanent may also be sought. The evidence should prove that a child lived at the address at the time of the application. Informal arrangements between parents will not be taken into consideration.

2.1.3 Parent

- the mother of the child
- the father of the child where he was married to the mother either when the child was born or at a later date
- the father of the child if (since 1 December 2003) he was registered as the father on the birth certificate
- an adoptive parent
- any other person who has acquired 'parental responsibility' through the courts; evidence of this may be required.

In all cases, those with parental responsibility must be in agreement with preferences made.

2.1.4 Sibling (a brother or sister)

- a brother or sister who shares the same parents
- a half-brother, half-sister or legally adopted child living at the same address
- a child looked after by a local authority placed in a foster family with other school age children
- a stepchild or children who are not related but live as a family unit, where parents both live at the same address as the child.

2.1.5 Multiple births

Where one child of a multiple birth can be admitted, the other child/children will also be admitted.

2.1.6 Special consideration

There may be very rare circumstances in which evidence can be provided from a doctor, social worker or other relevant professional to demonstrate that there is only one school that can meet a child's needs. Nottinghamshire County Council will consider applications for community and voluntary controlled schools where the application can be supported by written evidence from a doctor, social worker or relevant professional demonstrating why a particular school is the only school which could cater for the child's particular needs. **The evidence must be presented at the time of application.**

The appropriate designated officers will consider each case and determine the allocation of any such place on the basis of written evidence. Where it is agreed that a particular school is the only school that could meet a child's needs, the application will have priority following the allocation of looked after and previously looked after children.

2.1.7 Distance measurement and tie-breaker

In the event of oversubscription, within all but the first criterion, preference will be given to children who live nearest to the school as the crow flies. Distances are measured from the main administrative point at the school campus to a point at the entrance to the child's home using the local authority's computerised measuring system.

In the event of two distances being equal, the local authority will measure to the next decimal point. If the measurements remain equal, lots will be drawn and the process will be independently verified.

2.1.8 Qualifying scheme

The School Admissions Code requires local authorities to formulate a qualifying scheme.

Applications received after the closing date are late applications and these must form part of the qualifying scheme. Schedule 2 of Regulation 26 (requirements of a qualifying scheme 2.2b) states that a qualifying scheme must specify how applications submitted after the closing dates will be processed.

2.1.9 Relevant age group

The age group to which children are normally admitted (reception, year 3 in a junior/primary school, year 7, year 10 in a studio/UTC and year 12 for external students in a sixth form). Each relevant age group must have admission arrangements, including an admission number. Some schools may have more than one relevant age group, for example a primary school that admits children to reception and to year 3.

SECTION 2.2: standard reception oversubscription criteria and variations

In the event of oversubscription, the oversubscription criteria will be applied, in priority order, to determine which applications will be granted once places have first been allocated to pupils who have a statement of special educational needs or education, health and care plan which names the school.

A STANDARD RECEPTION OVERSUBSCRIPTION CRITERIA: INFANT AND PRIMARY SCHOOLS 2016-2017

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked junior/primary school
- 3 Other children who live in the catchment area at the closing date for applications
- 4 Children who live outside the catchment area

B VARIATION TO STANDARD RECEPTION OVERSUBSCRIPTION CRITERIA: DENOMINATIONAL CRITERION INFANT AND PRIMARY SCHOOLS 2016-2017

Most Nottinghamshire community and voluntary controlled infant and primary schools use the standard admission oversubscription criteria. However, the following have an additional denominational criterion that requires applicants to provide additional information demonstrating their commitment to the relevant faith.

The additional criterion comes after criterion 3.

- Children who live outside the catchment area and whose parent attends the relevant church/churches. Supporting evidence from the appropriate minister will be required in order to confirm attendance. Regular involvement means attendance at Church services at least twice a month for a minimum period of one year.
 - Cuckney CE Primary School, Cuckney
 - Dean Hole CE Primary School, Caunton
 - Holy Trinity CE Infant School, Southwell
 - Kneesall CE Primary School, Kneesall
 - North Wheatley CE Primary School, North Wheatley
 - Ranby CE Primary School, Ranby
 - St John's CE Primary School, Stapleford
 - St Andrew's CE Primary School, Skegby, Sutton in Ashfield
 - St Matthew's CE Primary, Normanton on Trent

Please refer to Section 2.1 for definitions of key terms.

C VARIATION TO STANDARD RECEPTION OVERSUBSCRIPTION CRITERIA 2016-2017 - All Hallows CE Primary School

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who have a brother or sister attending the school at the time of admission and whose parent has regular involvement with the Church*
- 3 Children who live in the catchment area at the closing date for applications and who have a brother or sister attending the school at the time of admission
- 4 Children who live in the catchment area at the closing date for applications and whose parent has regular involvement with the Church*
- 5 Children who live outside the catchment area and whose parent has regular involvement with the Church*
- 6 Other children who live outside the catchment area

*Supporting evidence from the appropriate minister will be required in order to confirm attendance/involvement. Regular involvement means attendance at Church services at least twice a month for a minimum period of one year.

D VARIATION TO STANDARD RECEPTION OVERSUBSCRIPTION CRITERIA 2016-2017 - St Wilfrid's CE Primary School

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school
- 3 Children who live in the catchment area and have a parent who has attended a Church service on average twice a month during the previous year, or where the child has attended a Church service with an adult member of their immediate family on average twice a month during the previous year.
- 4 Other children who live in the catchment area
- 5 Children who live outside the catchment area and have a parent who has attended a Church service on average twice a month during the previous year, or where the child has attended a Church service with an adult member of their immediate family on average twice a month during the previous year.
- 6 Other children who live outside the catchment area

* Church service includes a) the Church of England or b) a Church which is a member of the Churches Together in England. Information from the appropriate minister confirming attendance must be provided with the application.

E VARIATION TO STANDARD RECEPTION OVERSUBSCRIPTION CRITERIA 2016-2017 - Trowell CE Primary School

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school
- 3 Other children who live in the catchment area at the closing date for applications
- 4 Children who live outside the catchment area where a parent is involved with St Helen's Church*
- 5 Children who live outside the catchment area where a parent is involved with other named Anglican churches or those churches affiliated with Churches Together in England or the Evangelical Alliance*
- 6 Other children who live outside the catchment area

*Supporting information from a minister will be required to confirm involvement with the relevant church. Regular involvement means attendance at Church services at least twice a month for a minimum period of one year. This must be provided by the closing date for applications.

Please refer to Section 2.1 for definitions of key terms.

SECTION 2.3: standard junior/primary oversubscription criteria and variations

A STANDARD JUNIOR/PRIMARY OVERSUBSCRIPTION CRITERIA: YEAR 3 ADMISSIONS FROM A LINKED INFANT SCHOOL 2016-2017

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who attend the linked infant school at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 3 Other children who attend the linked infant school at the closing date for applications
- 4 Children who live in the catchment area at the closing date for applications, who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 5 Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school
- 6 Children who live outside the catchment area

B VARIATION TO STANDARD JUNIOR/PRIMARY OVERSUBSCRIPTION CRITERIA: LOWE'S WONG JUNIOR SCHOOL, SOUTHWELL - DENOMINATIONAL CRITERION YEAR 3 INTAKE 2016-17

Most Nottinghamshire community and voluntary controlled junior and primary schools with an intake at year 3 use the standard admission oversubscription criteria. However, the following school has an additional denominational criterion that requires applicants to provide additional information demonstrating their commitment to the relevant faith.

The additional criterion comes before criterion 6

- Children who live outside the catchment area and whose parent attends the relevant church/churches. Supporting evidence from the appropriate minister will be required in order to confirm attendance. Regular involvement means attendance at Church services at least twice a month for a minimum period of one year.

*Supporting information from a minister will be required to confirm involvement with the relevant church. Regular involvement means attendance at Church services at least twice a month for a minimum period of one year. This must be provided by the closing date for applications.

Please refer to Section 2.1 for definitions of key terms.

C VARIATION TO STANDARD JUNIOR/PRIMARY OVERSUBSCRIPTION CRITERIA: YEAR 3 INTAKE 2016-17

The schools named below have a variation to the standard junior/primary oversubscription criteria:

- Bagthorpe Primary School, Bagthorpe
- Bispham Drive Junior School, Toton
- St Peter's CE Junior School, Ruddington

For intake at year 3 in 2016-2017 the oversubscription criteria are as follows:

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications **and** attend the linked infant school and who, at the time of admission, will have a brother or sister attending the school **or** the linked infant school
- 3 Other children who live in the catchment area at the closing date for applications **and** attend the linked infant school
- 4 Children who live in the catchment area at the closing date for applications who do not attend the linked infant school but who, at the time of admission, will have a brother or sister attending the school or the linked infant school
- 5 Other children who live in the catchment area at the closing date for applications and do not attend the linked infant school
- 6 Children who live outside the catchment area but attend the linked infant school
- 7 Other children

Please refer to Section 2.1 for definitions of key terms.

SECTION 2.4: standard secondary oversubscription criteria

A STANDARD SECONDARY OVERSUBSCRIPTION CRITERIA: YEAR 7 ADMISSIONS 2016-2017

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area at the closing date for applications and who, at the time of admission, will have a brother or sister attending the school
- 3 Other children who live in the catchment area at the closing date for applications
- 4 Children who live outside the catchment area but who are attending a linked primary phase school on the closing date for applications
- 5 Other children

B STANDARD SECONDARY OVERSUBSCRIPTION CRITERIA: YEAR 12 ADMISSIONS 2016-17

- 1 Children looked after by a local authority and previously looked after children
- 2 Children who live in the catchment area and who at the time of admission will have a brother or sister attending the school
- 3 Other children who live in the catchment area
- 4 Children who live outside the catchment area

Exact entry requirements may vary from course to course. Details are available in the sixth form prospectus for individual schools.

Please refer to Section 2.1 for definitions of key terms.

SECTION 3

NOTTINGHAMSHIRE COUNTY COUNCIL'S COORDINATED SCHEMES 2016-2017

3.1 – qualifying schemes (admissions to a relevant age group)

3.2 – in-year coordinated scheme

SECTION 3.1: qualifying scheme (admissions to a relevant age group)

3.1.1 Introduction

- a. This qualifying scheme outlines how Nottinghamshire County Council coordinates arrangements for admissions to all maintained schools and academies. Coordinated schemes are intended to simplify the admission process for parents whilst reducing the likelihood of any child being left without a school place. Coordination establishes a mechanism to ensure that, as far as is reasonably practicable, every parent of a child living in a local authority area who has applied to a maintained school or academy school is sent one, and only one, offer of a school place by their local authority (the home authority).
- b. Parents who live in Nottinghamshire can state up to four preferences for any maintained school or academy school, either in Nottinghamshire (home authority) or any other school in another local authority area.
- c. Governing bodies of academy, foundation, free, studio, trust and voluntary aided schools are responsible for determining their own admission and appeals arrangements.
- d. Nottinghamshire County Council's coordinated scheme applies to:
 - children starting school for the first time (reception intake)
 - children transferring from infant school to junior education (Y3 intake)
 - children transferring from primary phase to secondary education (Y7 intake)
 - children applying to transfer to studio schools or university technology colleges (UTCs) (Y10 intake).
- e. Nottinghamshire County Council will work collaboratively with other neighbouring local authorities and all other own admission authority schools for whom the governing body is the admission authority. Our neighbouring local authorities are: Nottingham City, Derbyshire, Lincolnshire, North Lincolnshire, Leicestershire, Rotherham and Doncaster.
- f. Nottinghamshire residents will receive a decision about a place from Nottinghamshire County Council as detailed in the timetables.

3.1.2 Applying for a school place

- a. Parents of children who live in Nottinghamshire and make an application for admission to any school must apply to Nottinghamshire County Council. Applications can be made online, by telephone or by completing a paper application form.
- b. Applications from parents of children not resident in Nottinghamshire must be made on the appropriate application form available from their own home authority, even if these include a preference for a school in Nottinghamshire.
- c. Parents will be invited to state up to **four** preferences in rank order and give reasons for those preferences. Preference order will not be revealed to other admission authorities. Parents should include any additional information the admission authority may need in order to consider the application fully.
- d. Applications from parents for a place at an academy, foundation, free, studio, trust, voluntary aided or voluntary controlled school may also require additional information (see relevant admissions criteria). This may include completion of a supplementary form or other written evidence, for example, from a minister to demonstrate commitment to religion. Supplementary information is used by the respective admission authority in considering applications against its own admission oversubscription criteria. The supplementary form is not a legal application for admission to a school and it is important that additional or supplementary information is provided at the point of completing the common application form.
- e. Parents of children who live in Nottinghamshire must return completed applications to Nottinghamshire County Council.
- f. Supplementary forms and additional supporting information should be returned to the relevant admission authority.

3.1.3 Processing applications

- a. Nottinghamshire County Council will collate all applications and exchange information with other admission authorities.
- b. Nottinghamshire County Council will first exchange information about preferences for schools outside of Nottinghamshire with relevant local authorities.
- c. Following receipt of information from other local authorities, Nottinghamshire County Council will then send details of the preferences to other own admission authority schools within Nottinghamshire.
- d. Each admission authority will then apply their published admission oversubscription criteria to all preferences to determine whether a place can/cannot be offered.
- e. Own admission authority schools within Nottinghamshire will notify Nottinghamshire County Council of places that can/cannot be offered.
- f. For residents of other local authorities, Nottinghamshire County Council will inform the home local authority whether or not a place can be offered at a Nottinghamshire school. Similarly Nottinghamshire County Council will receive notification from other local authorities whether or not any places can be offered to Nottinghamshire residents.

3.1.4 Provisional offers

- a. Following exchange of information, Nottinghamshire County Council will identify all those preferences which can be met. Where more than one place can be offered Nottinghamshire County Council will provisionally allocate the highest preference.
- b. Where more than one preference can be met, the highest preference will be allocated and any lower preferences will be withdrawn. This may create vacancies at other schools. The process of information exchange is repeated to ensure that the highest preference possible can be allocated.

3.1.5 Mandatory offers

- a. Where it is not possible to offer a Nottinghamshire resident any of their preferences, Nottinghamshire County Council will allocate a place at a voluntary controlled or community school serving that catchment area, if a place is available. Places will be allocated according to the admission oversubscription criteria.
- b. If there are no places available at the voluntary controlled or community catchment area school, Nottinghamshire County Council will allocate a place at the next nearest community or voluntary controlled school with places available. Places will be allocated according to the admission oversubscription criteria.
- c. For mandatory offers, the next nearest school is identified by walking distance measured using the County Council's computerised distance measuring software.

3.1.6 Informing parents

- a. Nottinghamshire County Council will inform all Nottinghamshire residents on offer day of the outcome of their application. For those who applied online, an email will be sent on offer day; for those who applied by telephone or by completing a paper application, letters will be posted second class on offer day. Any parent whose child is refused a school place has the right of appeal to an independent panel for any higher preferences than the allocated place.
- b. Parents are asked to confirm their acceptance of the allocated place. Allocated places may be withdrawn where a parent does not accept the offer within fourteen days. Parents are advised not to decline any offer of a school place until an alternative allocation has been made.
- c. Where an application has been refused and the number of applications received has exceeded the number of places available, waiting lists will be maintained from offer day:
 - applications are only placed on the waiting list for a school where they have been refused a place and where that school is ranked above a preference that has been allocated
 - priority on the waiting list will be determined by reference to the admission oversubscription criteria and not by the date an application was received.

Waiting lists are maintained until the end of the academic year for all voluntary controlled and community schools within Nottinghamshire and in partnership with own admission authority schools. Inclusion on a waiting list does not mean that a place will eventually become available. The order of places on a waiting list is decided by the admission oversubscription criteria for the school.

3.1.7 Late applications

a. From closing date to exceptional late date

Applications received from parents after the closing date are late but **may** be considered by Nottinghamshire County Council as on time, with the agreement of the relevant admission authority, in the following circumstances:

- relocation into the area of Nottinghamshire County Council from another local authority area
- relocation within Nottinghamshire
- exceptional reasons for missing the closing date, for example, family bereavement, hospitalisation or family trauma.

Information outlining why the application was received late, together with evidence of relocation, **must** be provided by:

- **16 December 2015** for children transferring from primary phase to secondary education and to year 10 in studio schools
- **19 February 2016** for children starting school for the first time and for children transferring from infant school to junior education.

b. From exceptional late date to 31 August 2016

Late applications received after the dates outlined in **a.** above but before **31 August 2016** will be considered after offer day in line with the coordinated arrangements irrespective of the individual circumstances.

c. Reception admission only – from offer date to 31 August 2016

The School Admissions (Infant Class Sizes) (England) Regulations 2012 permit children to be admitted as exceptions to the infant class size limit. Section 1 of the SSFA 1998 limits the size of an infant class (i.e. a class in which the majority of children will reach the age of five, six or seven during the school year) to 30 pupils per school teacher. The School Admissions Code 2014 (2.15) states that additional children **may** be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. For late applications processed after *18 April 2016 (offer day) and before 31 August 2016* Nottinghamshire County Council will also consider the limited exceptional circumstances that could apply. *A child who falls into any of these categories will not automatically be admitted as an excepted child.*

Any applications received after **1 September 2016** will be processed as in-year applications.

3.1.8 Fraudulent or misleading information

- a. Where, under the scheme, the offer of a place is found to be based on fraudulent or intentionally misleading information provided on the application, which effectively denied a place to a child with a stronger claim to the place at the school, the offer of a place may be withdrawn.
- b. If an application is made using fraudulent or intentionally misleading information and the child has started at the school, the place may be withdrawn depending on the length of time that the child has been at the school.
- c. Where the place or an offer has been withdrawn, the application will be reconsidered and the usual statutory right of appeal made available if a place is subsequently refused.

3.1.9

PRIMARY COORDINATED SCHEME 2016-2017*(including children starting school for the first time and infant to junior transfers)***Timetable for coordinated admission arrangements**

Stage	Dates	Action
1	By Friday 20 November 2015 [distribution from Monday 2.11.15]	Information distributed to parents
2	Friday 15 January 2016	Closing date for receipt of application forms
3	By Friday 29 January 2016	Exchange of information between Nottinghamshire County Council and other local authorities for schools in their area
4	By Monday 8 February 2016	Nottinghamshire County Council sends details of applications to own admission authority schools within Nottinghamshire
5	Thursday 19 February 2016	Last date for exceptional late applications to be considered by relevant admission authority. Proof of residence to be received.
6	By Tuesday 1 March 2016	Nottinghamshire County Council receives lists from own admission authority schools detailing, in admission oversubscription criteria order, who can be offered a place
7	By Monday 7 March 2016	Nottinghamshire County Council informs other local authorities of provisional offers
8	By Friday 18 March 2016	Nottinghamshire County Council determines provisional offers taking into account the ranking of preferences and will inform other local authorities of these provisional offers
9	By Thursday 31 March 2016	Nottinghamshire County Council informs other local authorities of final allocations
10	By Monday 11 April 2016	Nottinghamshire County Council informs all Nottinghamshire schools of final allocations
11	Monday 18 April 2016	Offers communicated to Nottinghamshire parents including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents who applied online. Letters are posted second class.
12	Appeals	Primary appeals will begin from May 2016 onwards

Primary coordinated scheme 2016-2017

Key dates

	August 2015						September 2015						October 2015					
M		3	10	17	24	31		7	14	21	28			5	12	19	26	
T		4	11	18	25		1	8	15	22	29			6	13	20	27	
W		5	12	19	26		2	9	16	23	30			7	14	21	28	
Th		6	13	20	27		3	10	17	24			1	8	15	22	29	
F		7	14	21	28		4	11	18	25			2	9	16	23	30	
Sa	1	8	15	22	29		5	12	19	26			3	10	17	24	31	
S	2	9	16	23	30		6	13	20	27			4	11	18	25		

	November 2015						December 2015						January 2016					
M		2	9	16	23	30		7	14	21	28			4	11	18	25	
T		3	10	17	24		1	8	15	22	29			5	12	19	26	
W		4	11	18	25		2	9	16	23	30			6	13	20	27	
Th		5	12	19	26		3	10	17	24	31			7	14	21	28	
F		6	13	20	27		4	11	18	25			1	8	15	22	29	
Sa		7	14	21	28		5	12	19	26			2	9	16	23	30	
S	1	8	15	22	29		6	13	20	27			3	10	17	24	31	

	February 2016						March 2016						April 2016					
M		1	8	15	22	29			7	14	21	28		4	11	18	25	
T		2	9	16	23			1	8	15	22	29		5	12	19	26	
W		3	10	17	24			2	9	16	23	30		6	13	20	27	
Th		4	11	18	25			3	10	17	24	31		7	14	21	28	
F		5	12	19	26			4	11	18	25		1	8	15	22	29	
Sa		6	13	20	27			5	12	19	26		2	9	16	23	30	
S		7	14	21	28			6	13	20	27		3	10	17	24		

	May 2016						June 2016						July 2016					
M		2	9	16	23	30		6	13	20	27			4	11	18	25	
T		3	10	17	24	31		7	14	21	28			5	12	19	26	
W		4	11	18	25		1	8	15	22	29			6	13	20	27	
Th		5	12	19	26		2	9	16	23	30			7	14	21	28	
F		6	13	20	27		3	10	17	24			1	8	15	22	29	
Sa		7	14	21	28		4	11	18	25			2	9	16	23	30	
S	1	8	15	22	29		5	12	19	26			3	10	17	24	31	

	Key dates for coordinated admissions		School holiday		Bank holiday		Administration day
--	--------------------------------------	--	----------------	--	--------------	--	--------------------

3.1.10 SECONDARY COORDINATED SCHEME 2016-17
(including primary to secondary transfer and transfer to year 10 at a studio school)

Timetable for coordinated admission arrangements

Stage	Dates	Action
1	By Friday 4 September 2015 (distribution from Monday 10.8.15)	Information distributed to parents
2	Saturday 31 October 2015	Closing date for receipt of application forms
3	By Friday 13 November 2015	Exchange of information between Nottinghamshire County Council and other local authorities for schools in their area
4	By Friday 27 November 2015	Nottinghamshire County Council sends details of applications to own admission authority schools within Nottinghamshire
5	Wednesday 16 December 2015	Last date for exceptional late applications to be considered by relevant admission authority. Proof of residence to be received.
6	By Thursday 17 December 2015	Nottinghamshire County Council receives lists from own admission authority schools detailing, in admission oversubscription criteria order, who can be offered a place
7	By Friday 15 January 2016	Nottinghamshire County Council determines provisional offers taking into account the ranking of preferences and will inform other local authorities of these provisional offers
8	By Wednesday 24 February 2016	Nottinghamshire County Council informs schools and other local authorities of final allocations
9	By Friday 26 February 2016	Nottinghamshire County Council informs schools all Nottinghamshire schools of final allocations
10	Tuesday 1 March 2016	Offers communicated to Nottinghamshire parents including offers on behalf of own admission authority schools and schools within other local authorities. Emails sent to Nottinghamshire parents who applied online. Letters are posted second class.
11	Appeals	Secondary appeals will begin from April 2016 onwards

Secondary coordinated scheme 2016-2017





Key dates

	August 2015					September 2015					October 2015						
M		3	10	17	24	31		7	14	21	28			5	12	19	26
T		4	11	18	25		1	8	15	22	29			6	13	20	27
W		5	12	19	26		2	9	16	23	30			7	14	21	28
Th		6	13	20	27		3	10	17	24			1	8	15	22	29
F		7	14	21	28		4	11	18	25			2	9	16	23	30
Sa	1	8	15	22	29		5	12	19	26			3	10	17	24	31
S	2	9	16	23	30		6	13	20	27			4	11	18	25	

	November 2015					December 2015					January 2016						
M		2	9	16	23	30		7	14	21	28			4	11	18	25
T		3	10	17	24		1	8	15	22	29			5	12	19	26
W		4	11	18	25		2	9	16	23	30			6	13	20	27
Th		5	12	19	26		3	10	17	24	31			7	14	21	28
F		6	13	20	27		4	11	18	25			1	8	15	22	29
Sa		7	14	21	28		5	12	19	26			2	9	16	23	30
S	1	8	15	22	29		6	13	20	27			3	10	17	24	31

	February 2016					March 2016					April 2016							
M		1	8	15	22	29			7	14	21	28			4	11	18	25
T		2	9	16	23			1	8	15	22	29			5	12	19	26
W		3	10	17	24			2	9	16	23	30			6	13	20	27
Th		4	11	18	25			3	10	17	24	31			7	14	21	28
F		5	12	19	26			4	11	18	25			1	8	15	22	29
Sa		6	13	20	27			5	12	19	26			2	9	16	23	30
S		7	14	21	28			6	13	20	27			3	10	17	24	

	May 2016					June 2016					July 2016						
M		2	9	16	23	30		6	13	20	27			4	11	18	25
T		3	10	17	24	31		7	14	21	28			5	12	19	26
W		4	11	18	25		1	8	15	22	29			6	13	20	27
Th		5	12	19	26		2	9	16	23	30			7	14	21	28
F		6	13	20	27		3	10	17	24			1	8	15	22	29
Sa		7	14	21	28		4	11	18	25			2	9	16	23	30
S	1	8	15	22	29		5	12	19	26			3	1	17	24	31

 Key dates for coordinated admissions	 School holiday	 Bank holiday	 Administration day
---	--	--	--

SECTION 3.2

NOTTINGHAMSHIRE COUNTY COUNCIL'S COORDINATED SCHEME FOR IN-YEAR ADMISSIONS TO NOTTINGHAMSHIRE COMMUNITY AND VOLUNTARY CONTROLLED SCHOOLS

**(also open to own admission authority schools to participate
on a voluntary basis)**

3.2.1 Introduction

a. **What is an in-year application?**

An in-year application is for children requiring a school place during the academic year, rather than at the usual transfer time to school (for example starting primary school, moving to junior school, moving to secondary school or transferring to year 10 in a studio school).

The majority of in-year applications for school places in Nottinghamshire will be dealt with through normal in-year arrangements. However, some children in vulnerable groups may find it difficult to secure a school place. In these cases, applications may be referred to the Lead Officer for Fair Access under the Fair Access Protocol, available at www.nottinghamshire.gov.uk.

b. **Fair Access Protocol**

Nottinghamshire County Council's Fair Access Protocol (FAP) works in partnership with schools, parents and carers to ensure that children and young people in vulnerable circumstances, including those at risk of exclusion, or those excluded from school, are allocated a school place as quickly as possible. The operation of the FAP is triggered when a parent of an eligible child has not secured a school place under in-year admission procedures.

3.2.2 Nottinghamshire's arrangements for in-year applications to Nottinghamshire schools

- a. Own admission authority schools and academies (OAAs) are able to manage applications directly to the school without parents having to apply through a local authority. The School Admissions Code 2014 requires that OAAs must, on receipt of an in-year application, notify the local authority of both the application and its outcome, so that figures on the availability of places in the area can be kept up to date. The admission authority must also inform parents of their right to appeal against the refusal of a place.
- b. Nottinghamshire County Council has a well-established in-year scheme for applications for admission to Nottinghamshire community and voluntary controlled schools. Nottinghamshire County Council also invites OAAs within Nottinghamshire to join the in-year scheme. Applications for other Nottinghamshire schools should be made directly to the school. For schools outside of Nottinghamshire, parents should contact the relevant local authority. Contact details for neighbouring local authorities can be found in the Admissions to schools: guide for parents available at www.nottinghamshire.gov.uk.
- c. Admission authorities are responsible for setting and applying a school's admission arrangements:
- for foundation or voluntary aided schools, including trust schools, the governing body is the admission authority
 - for academies, the academy trust is the admission authority
 - for all other schools in Nottinghamshire, the County Council is the admission authority.
- d. All admission authorities must comply with the requirements of the School Admissions Code and admissions legislation.
- e. Admission authorities should ensure that their processes for admitting children who have been allocated under in-year arrangements or through the Fair Access Protocol do not lead to unreasonable delay, particularly where a child is otherwise without a place.

- f. The governing body of a community or voluntary controlled school has no power to refuse to admit a child whose admission has been agreed by the local authority.
- g. Admission authorities cannot refuse admission to a child with challenging behaviour where places are available. Governing bodies can refer applications to the local authority for consideration under the provisions of the Fair Access Protocol. Schools should not request information about a child's history of behaviour unless an application meets fair access protocol requirements.
- h. Nottinghamshire County Council will also share information with neighbouring authorities who live in that local authority area and who apply for a place in one of the schools participating in the scheme.
- i. Our neighbouring authorities are Derbyshire, Doncaster, Leicestershire, Lincolnshire, North Lincolnshire, Nottingham City and Rotherham.

3.2.3 Applying for a place in a Nottinghamshire school

- a. Parents can make applications up to six weeks before the date when they would like their child to start at the preferred school. School places cannot be reserved and we therefore process and allocate places where possible close to the date the school place is required.
- b. Parents can state up to four preferences on an application for any of the schools participating in the scheme. We recommend that parents use all four preferences, listing them in order starting with the one they would most like their child to attend. The County Council will not reveal the order of preferences to schools.
- c. Parents applying for academy, foundation, studio, trust, voluntary aided or voluntary controlled schools should check whether any additional supporting information is required. This may be written evidence from a minister to demonstrate commitment to religion. This information enables the admission authority to apply admission oversubscription criteria correctly.
- d. Details of oversubscription criteria for Nottinghamshire schools are available on our website www.nottinghamshire.gov.uk.

3.2.4 Applying for a place in year 10 or year 11

- a. Performance and level of achievement/attainment are adversely affected each time a child experiences a transfer to a new school. Avoidable and unnecessary changes should be carefully considered and parents need to be aware of the consequence of moving schools in key groups such as year 10 and year 11.
- b. It may be difficult to find schools that can offer courses compatible with the previous school. However, schools are not able to refuse to admit children because they followed a different curriculum at their previous school.

3.2.5 How applications are considered

- a. Applications for school places are considered without delay to ensure that every child of school age accesses an appropriate school place.

Timeline	Nottinghamshire County Council's in-year scheme
Day 0 – 5	There are weekly admission rounds with a cut-off point of 5pm on Wednesdays. Any application received after 5pm will be included in the following week's admission round. Details of applications will be sent to OAA schools participating in the scheme.
Day 5 - 15	OAA's are requested to notify the County Council of their decision.
Day 15 –20	Notification of the outcome of the application will be sent to parents by second class post.
Day 20	If a place cannot be identified or there is a delay in getting a response, the application will be referred to the Fair Access Protocol.

- b. Admissions will normally be agreed up to the published admission number which applied for the normal year of intake. If there are more applications than places available, the oversubscription criteria will be used to determine which places will be offered. If an application is refused at any school which is listed higher than the one offered, parents are given the right to appeal.
- c. Nottinghamshire County Council will then identify all those preferences that can be met. When a place can be offered at more than one of the schools listed on an application, the County Council will write to offer a place at the highest preferred school where a place is available.
- d. Nottinghamshire County Council will write to parents detailing the outcome of the application. Letters are posted second class. Parents should confirm their acceptance of the offer of a school place within 14 days of the decision letter otherwise the place may be withdrawn.
- e. **Infant classes only**
 The School Admissions (Infant Class Sizes) (England) Regulations 2012 permit children to be admitted as exceptions to the infant class size limit. Section 1 of the SSFA 1998 limits the size of an infant class (i.e. a class in which the majority of children will reach the age of five, six or seven during the school year) to 30 pupils per school teacher. The School Admissions Code 2014 (2.15) states that additional children **may** be admitted under limited exceptional circumstances. These children will remain an 'excepted pupil' for the time they are in an infant class or until the class numbers fall back to the current infant class size limit. *A child who falls into any of these categories will not automatically be admitted as an excepted child.*

3.2.6 Mandatory offers

- a. If a school is oversubscribed and an application is refused, parents are given the right of appeal.
- b. In addition, for Nottinghamshire residents, if it is not possible to allocate any preferences the County Council will determine whether a mandatory offer of a school place should be made.
- c. Mandatory offers will be made in the following circumstances:
 - relocation to Nottinghamshire (following receipt of confirmation that parents are resident in Nottinghamshire)
 - moving across area/district within Nottinghamshire
- d. A mandatory offer may be a place at the next nearest school with places available. Places are not automatically offered at catchment area schools and distance is calculated by walking route measured using the County Council's computerised distance measuring software.

3.2.7 Waiting lists

- a. Waiting lists may be held by schools where the number of applications received is greater than the number of places available in the year group. The order of waiting lists is decided by the admission oversubscription criteria for the school irrespective of the date the application was received and whether parents choose to appeal.
- b. Nottinghamshire County Council, as the admission authority for voluntary controlled and community schools, holds waiting lists for year groups reception to year 5. These are held until the end of the academic year.

3.2.8 Appeals

- a. Parents have the right to appeal to an independent appeal panel if they are not happy with the outcome of their application.
- b. Full details of how to appeal will be provided with the outcome of the application.

3.2.9 Fraudulent or misleading information

- a. Where an offer of a place is found to be based on fraudulent or intentionally misleading information on the application, which effectively denied a place to a child with a stronger claim to the place at the school, the offer of a place may be withdrawn.
- b. Where a child starts attending the school on the basis of a fraudulent or intentionally misleading information the place may be withdrawn depending on the length of time that the child has been at the school.
- c. Where the place or an offer has been withdrawn, the application will be reconsidered and the usual statutory right of appeal made available if a place is subsequently refused.

SECTION 4 – Key changes

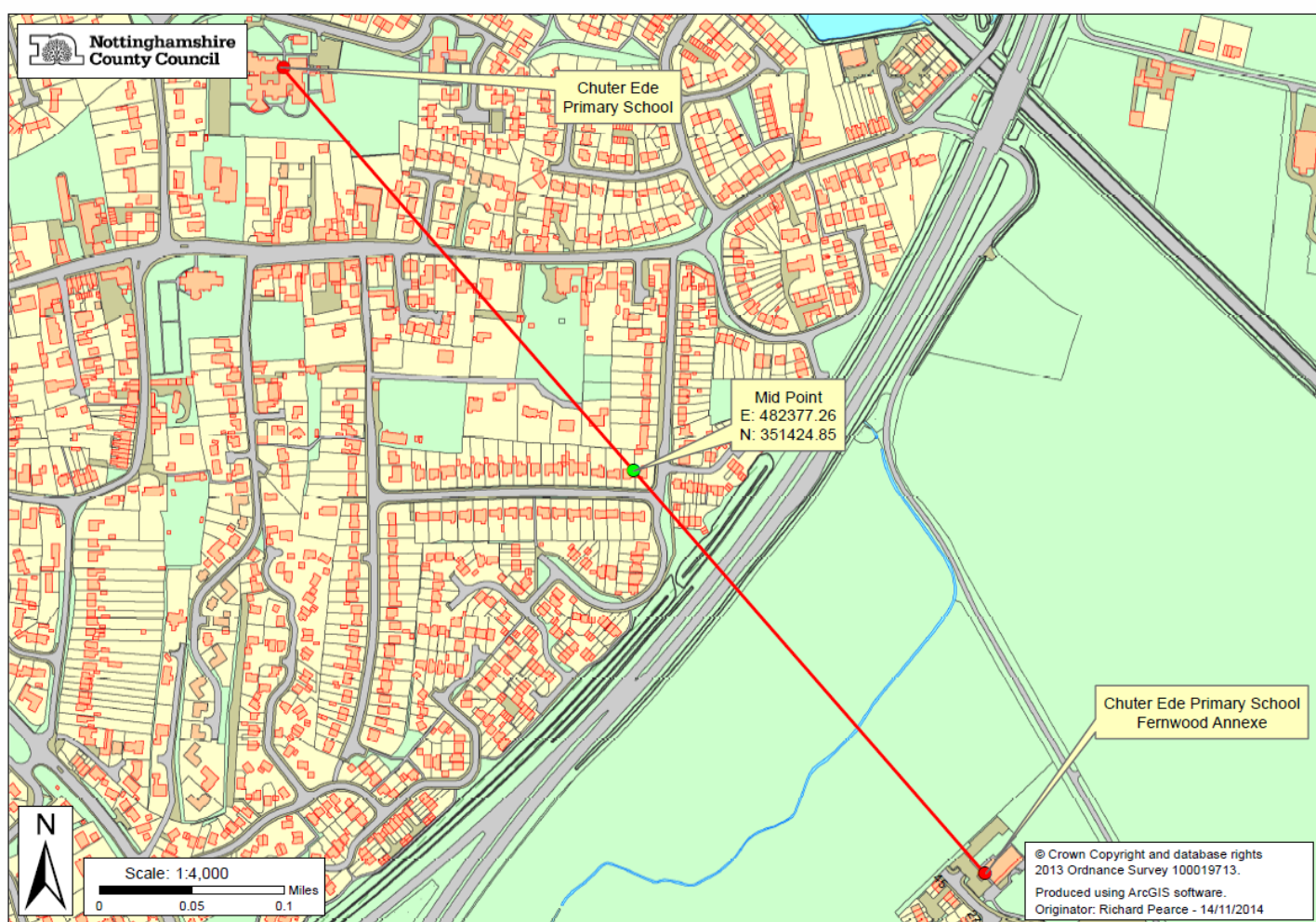
This document formed part of the statutory annual consultation on admission arrangements for Nottinghamshire's community and voluntary controlled schools 2016-2017.

4.1 - Kneesall CE Primary School – link to Tuxford Academy

Kneesall CE Primary School is currently linked to Dukeries Academy, Ollerton. The school has close links with both Dukeries Academy and Tuxford Academy. Kneesall CE Primary School has requested that the school also be linked for admissions purposes to Tuxford Academy. The Academy Trust is responsible for determining any changes to the admission arrangements.

4.2 - Chuter Ede Primary School – amendment to measuring point

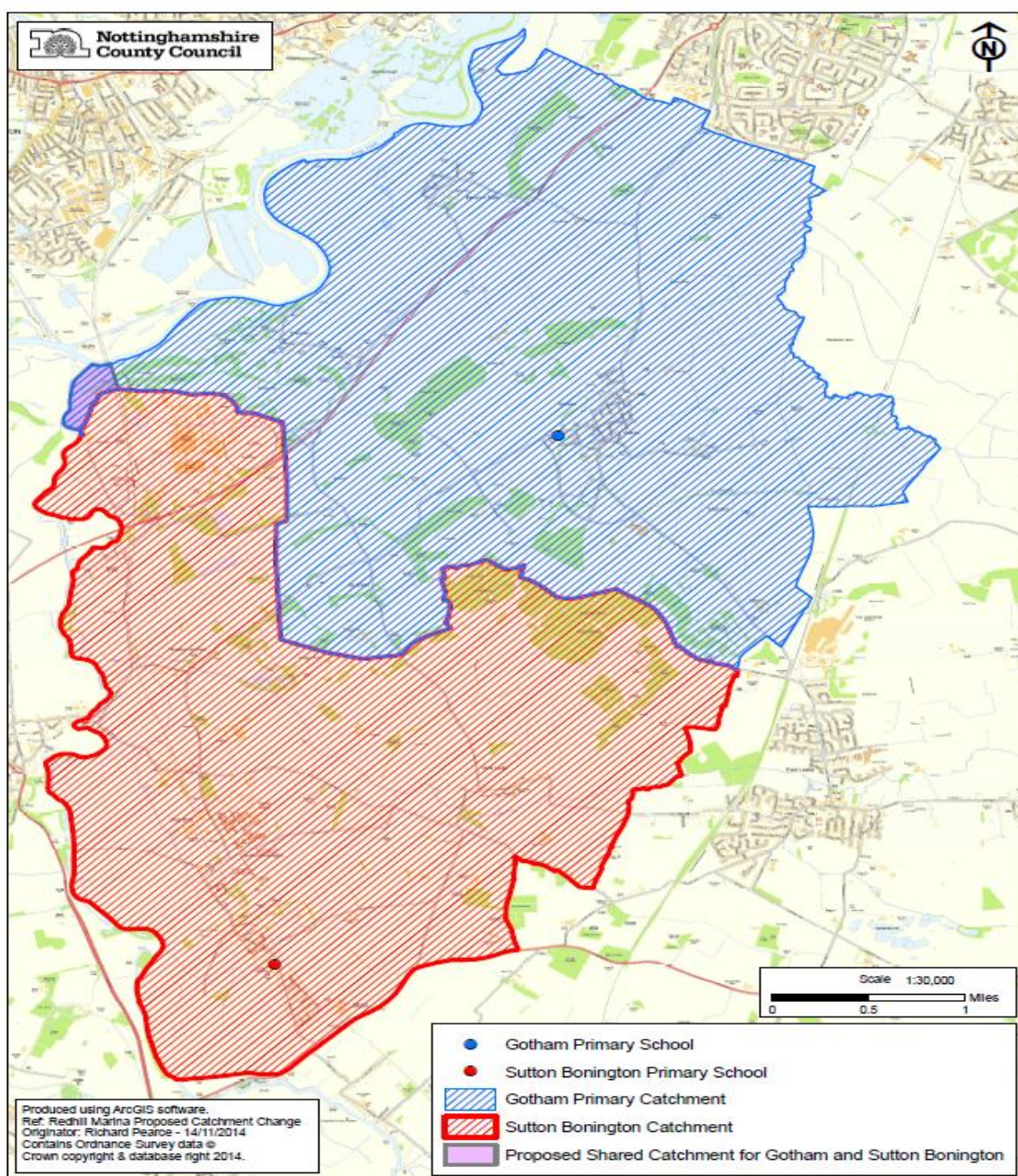
Chuter Ede Primary School is set on two sites - Balderton and Fernwood villages on the southern edge of Newark. Applications for Chuter Ede Primary School are considered according to the oversubscription criteria for the main school on Wolfit Avenue, Balderton. Due to the nature of the split sites, the County Council will measure to a central point equidistant between the two sites – as outlined on the map below. This change will take effect for admissions from 1 September 2016. There is no change to the existing catchment area for Chuter Ede Primary School.



4.3 - Redhill Lock, Rushcliffe area – extension to Sutton Bonington Primary School catchment area

- a. Redhill Lock, Ratcliffe on Soar NG11 OEB is a small area of residential houses (approximately 16 dwellings) currently in the catchment area of Gotham Primary School. Following consultation this area will be incorporated into the catchment areas of both Gotham Primary School and Sutton Bonington Primary School.
- b. The map below indicates the existing catchment areas for Gotham Primary School and Sutton Bonington Primary School highlighting the new shared area.

CATCHMENT AREAS OF GOTHAM PRIMARY SCHOOL AND SUTTON BONINGTON PRIMARY SCHOOL HIGHLIGHTING NEW SHARED AREA - REDHILL LOCK AREA



9 March 2015**Agenda Item: 07****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****SCHOOLS REQUIRING EXPANSION BY 25% OR MORE PUPIL PLACES:
OUTCOMES OF CONSULTATION AND PUBLISHED STATUTORY NOTICES****Purpose of the Report**

1. This report provides Committee with the outcomes of published Section 19 Notices and seeks approval for the implementation of the following proposals with effect from 1 September 2015 to:-
 - expand Butler's Hill Community Infant School in Hucknall in newly built premises on its existing site, thereby increasing the school's net capacity by a further 45 permanent pupil places; consequently this will formally increase the school's Published Admission Number (PAN) from 60 to 75
 - expand Broomhill Community Junior School in Hucknall in newly built premises on its existing site, thereby increasing the school's net capacity by a further 60 permanent pupil places; consequently this will formally increase the school's PAN from 60 to 75
 - expand Heatherley Community Primary School in Forest Town, Mansfield, in newly built premises on its existing site, thereby increasing the school's net capacity by a further 105 permanent pupil places; consequently this will formally increase the school's PAN from 30 to 45
 - expand Lambley Community Primary School in newly built premises on its existing site, thereby increasing the school's net capacity by a further 35 permanent pupil places; it is intended that the school's PAN will remain at 22
 - expand Robert Mellors Community Primary School in Arnold in newly built premises on its existing site, thereby increasing the school's net capacity by a further 68 permanent pupil places; consequently this will formally increase the school's PAN from 30 to 45
 - expand Stanhope Community Primary School in Gedling in newly built premises on its existing site, thereby increasing the school's net capacity by a further 180 permanent pupil places; consequently this will formally increase the school's PAN from 35 to 60.

Information and Advice

2. Formal proposals were agreed by the Committee at its meeting on 8 December 2014 and, in accordance with the provisions of the Education and Inspections Act 2006, the County Council is required to publish Section 19 Notices. Prior to publication, individual information leaflets explaining the rationale for proposing each respective school expansion were provided for the schools concerned, and posted by them on their school websites.
3. Appropriate separate Notices were subsequently published for each of the proposals as follows:-
 - on 14 January 2015 relating to the proposal affecting Heatherley Primary School
 - on 16 January 2015 relating to the other schools referred to in paragraph 1 of this report

The respective Notices provided details of the proposals also referred to in paragraph 1 above.

4. For expansion proposals there is a four week formal consultation period following the publication of Notices during which objections and comments can be made. The Notices expired on 11 and 13 February 2015 respectively and during their publication periods no representations were received relating to the Butler's Hill, Broomhill, Lambley and Robert Mellors proposals.
5. A letter from a local resident was received concerning the proposal affecting Stanhope Primary, and comments were also received by electronic mail about the Heatherley Primary proposal. The issues and concerns raised related more to the potential highway infrastructure implications of physically expanding the schools, rather than the 'principle' of providing additional teaching accommodation and the educational benefits this will provide. It was therefore explained to the respondents there would be an opportunity to formally raise their concerns appropriately during the formal planning application consultation process.
6. It is recommended that each of the proposals identified in paragraph 1 of this report should be implemented as published, subject to planning permission being granted for the purposes of Regulation 3 of the Town and Country Planning General Regulations 1992. This permission is to be granted by 31 August 2015.
7. The decision on the above proposals now falls to Committee to determine. It is a statutory requirement that this determination has to be made within two months of the expiry of the Notices' representation periods i.e. by 8 and 10 April 2015 respectively. Failure to meet this requirement would result in the proposals having to be referred to an independent Schools Adjudicator for a decision to be made.

Other Options Considered

8. These options have been presented following careful analysis of place planning across Nottinghamshire and no other options can be considered at this time because the County

Council retains a statutory responsibility to ensure sufficient school places for first admissions in September 2015.

Reason/s for Recommendation/s

9. The recommendations reflect: the location of the projected demand for additional school places to be developed; the need to provide for families of more than one child; the need to maintain the high level of educational standards in each popular school; and the need to deliver permanent places within a defined and tight timeframe (for September 2015).

Statutory and Policy Implications

10. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

11. Financial provision for the elements that comprise the Schools Places Programme are reconciled annually as part of the Council's overall budget setting process, taking account of the most recent grant and other forms of income from government and other bodies that contribute to the overall funding of the Programme, together with the anticipated actual spend across the range of projects. Realistic assumptions about future sources of external income / grants have been built into the overall financial planning for the Programme, and robust arrangements are in place to monitor these over the course of the Programme.

Human Resources Implications

12. Where schools are expanding, appropriate levels of teaching staff will be appointed and funded from increases in the school budget triggered by the increased number in pupils, and the schools will use appropriate recruitment and selection procedures when making appointments.

Human Rights Implications

13. Parental preference will continue to be facilitated.

Public Sector Equality Duty implications

14. Children will be able to access school places locally. Any new build schemes will meet requirements for disabled access and special needs.
15. An Equality Impact Assessment has been undertaken and is available as a background paper.

Safeguarding of Children and Vulnerable Adults Implications

16. All school expansion projects have due regard to the health and safety and safeguarding of pupils and other service users who access the school facilities.

Implications for Service Users

17. There will be sufficient school places for children living within the Local Authority area.

Implications for Sustainability and the Environment

18. Increasing the number of school places is demonstrated by sustainable demand. All new projects will require planning consent and will meet Building Regulations which reflect environmental and sustainability targets. By providing local school places the need for travelling by car can be reduced.

RECOMMENDATION/S

That:

- 1) Committee notes and considers the outcomes of the Section 19 Notices published under the provisions of the Education and Inspections Act 2006 concerning the proposals referred to in this report.
- 2) to ensure provision is available in 2015/16, Committee conditionally agrees to the implementation of the proposals with effect from 1 September 2015 to significantly increase:-
 - the number of pupil places at Butler's Hill Infant School from 180 places to 225 places, and to raise the school's PAN from 60 to 75
 - the number of pupil places at Broomhill Junior School from 240 places to 300 places, and to raise the school's PAN from 60 to 75
 - the number of pupil places at Heatherley Primary School from 210 places to 315 places, and to raise the school's PAN from 30 to 45
 - the number of pupil places at Lambley Primary School from 119 places to 154 places, the school's PAN to remain at 22
 - the number of pupil places at Robert Mellors Primary School from 247 places to 315 places, and to raise the school's PAN from 30 to 45
 - the number of pupil places at Stanhope Primary School from 240 places to 420 places, and to raise the school's PAN from 35 to 60

pending planning permission being granted under the provisions of Regulation 3 of the Town and Country Planning General Regulations 1992 by 31 August 2015.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Ian Webster
Team Manager, Place Planning Strategy
T: 0115 977 3002
E: ian.webster@nottscc.gov.uk

Constitutional Comments (SMG 23/02/15)

19. The proposals in this report fall within the remit of this Committee. Under its Terms of Reference which are set out in the County Council's Constitution, the Committee has responsibility for the functions and powers conferred on or exercisable by the County Council as Local Authority in relation to education.

Financial Comments (SS 25/02/15)

20. The financial implications of the report are set out in paragraph 11 above.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Schools Requiring Expansion by 25% or more Pupil Places - report to Children and Young People's Committee on 8 December 2014

The respective information leaflets for parents/carers, staff and governors concerning the proposed school expansions (circulated from 5 January 2015)

The Complete Proposals referred to in each of the published Section 19 Notices

Equality Impact Assessment

Electoral Divisions and Members Affected

Hucknall:	Councillors Alice Grice, John Wilkinson and John Wilmott
Mansfield East:	Councillors Alan Bell and Colleen Harwood
Calverton:	Councillor Boyd Elliott
Arnold North:	Councillors Pauline Allan and Michael Payne
Carlton West:	Councillors Jim Creamer and Darrell Pulk

C0591

9 March 2015

Agenda Item: 08

REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND INCLUSION

PROPOSAL TO CLOSE OAKDALE LEARNING CENTRE

Purpose of the Report

1. To seek approval to close the Pupil Referral Unit (PRU) known as Oakdale Learning Centre with effect from 31 August 2015, to accelerate a plan to deliver alternative provision for permanently excluded pupils in line with statutory requirements and for plans to continue for all school partnerships to develop alternative provision for pupils at risk of permanent exclusion.

Information and Advice

2. The Children and Young People's Committee agreed on 8 December 2014 to consult on a proposal to close Oakdale Learning Centre with effect from 31 August 2015. The period of consultation took place between 9 December 2014 and 3 February 2015.
3. Following the review of Social Emotional and Behaviour Difficulties (SEBD) arrangements in Nottinghamshire, a strategy entitled '5 Steps to Collective Responsibility' was approved by the Children and Young People's Committee and published in November 2012.
4. Since that date a considerable amount of collaborative effort by schools and the County Council has resulted in a number of new arrangements being established. Some notable outcomes are that:
 - funding is being devolved to behaviour partnerships to support local initiatives and partnership working
 - a framework for monitoring and evaluating alternative provision is available to schools
 - a service for primary schools has been established to support schools where behaviour is challenging and places are at risk

- the number of permanent exclusions issued by Nottinghamshire schools has reduced by 51% in the last two years:
 - academic year 2011-2012 118 exclusions
 - academic year 2012-2013 90 exclusions
 - academic year 2013-2014 58 exclusions
- during the academic year 2014-2015 (as at 31 January 2015) there have been 22 permanent exclusions compared to 32 in the same period last year, a 31.25% reduction
- the role of Pupil Referral Units was redefined and three separate schools were established in April 2013, each with a management committee
- as the demand for places in learning centres has fallen, the number of staff employed in each learning centre has been reduced with funding being devolved to school partnerships
- as a consequence of these developments, the PRUs known as Daybrook Learning Centre, which served the south locality, closed on 31 August 2014 and Bassetlaw Learning Centre, which served the north/east locality closed on 31 December 2014
- a small team of Local Authority staff has been established to ensure that statutory requirements for permanently excluded pupils and those who are out of school because of their behaviour are delivered.

5. Oakdale Learning Centre, which serves the west of the County (North Ashfield, Mansfield and a partnership of five schools known as SHENK (Selston Academy, Holgate Academy, Eastwood Comprehensive School, National Church of England Academy and Kimberley School) is located in Mansfield. It is commissioned to provide 26 places for pupils who have been permanently excluded from school, or who are currently not in other schools as a result of their behaviour. It is designated as a Pupil Referral Unit (PRU) and as such is subject to inspection by Ofsted.

6. As at 4 February 2015 there are 23 learners on roll at Oakdale Learning Centre, 10 of whom are Year 11 students placed out of the centre in full time alternative provision. These Year 11 learners will leave statutory education on 26 June 2015.

7. Across Nottinghamshire partnerships are taking greater responsibility for making local arrangements for children and young people with SEBD which has involved the devolution of resources to partnerships of schools and a reduction in the number of places commissioned at each of the learning centres.

8. Partnerships served by Oakdale Learning Centre are indicating, through agreed Memoranda of Understanding (MoU), that they are currently working towards:

- North Ashfield 2 places
- Mansfield 2 places
- Samworth Academy 3 places
- SHENK 0 places

9. The projected learner numbers on roll for September 2015, which will be at an all-time low, are:

KS3	1
KS4 (Year 10)	6
KS4 (Year 11)	6
Total	13

10. Following a review of the situation, this report seeks approval to close Oakdale Learning Centre primarily because of viability issues. Overall it is considered that as a result of partnerships indicating that they do not wish to commission sufficient places from April 2015, Oakdale Learning Centre does not represent value for money with regard to the cost of pupil placements.

11. Staffing costs for Oakdale Learning Centre in the 2014/2015 financial year were £395,000.

12. The annual charge levied by Landscape and Cleaning Services is £39,500 plus grounds maintenance at £2,086. A site manager and one cleaner have been appointed to provide a service to Oakdale Learning Centre.

13. There is currently a £3,617 charge from Schools Catering for meals provided on site.

Consultation

14. Approximately 230 consultation questionnaire documents were distributed to:

- Elected Members
- MPs in the west of Nottinghamshire
- Recognised Trades Unions
- Oakdale Learning Centre staff team and other learning centre teams affected by the proposal
- Oakdale Learning Centre Management Committee
- parents/carers of pupils on roll
- learners on roll
- schools and partnerships affected by the proposals
- County Council services including Health and Police
- alternative provision and independent providers
- Church of England and Catholic Dioceses
- Mansfield, Ashfield and Broxtowe District Councils
- Department for Education
- Ofsted
- local residents.

15. Out of the 230 questionnaires issued a total of 10 responses were received from stakeholders of which five were opposed to closure, two agreed and three did not express a view.

16. Formal consultation meetings were held with staff, the Management Committee and pupils. No parents/carers attended the pre-arranged formal consultation meetings.

The meetings for residents, community groups, other service users and schools were cancelled due to inclement weather but these groups were invited to contact the Local Authority if they wished to discuss the proposal.

17. Discussions were held with school partnerships as part of the implementation of the SEBD Strategy. This included meetings with Ashfield, Mansfield and SHENK Behaviour and Attendance Partnerships. Meetings and conversations were also held with senior elected Members, a local district councillor, recognised trade unions and senior local authority officers.
18. All learners on roll were invited to respond to set questions. Parents and carers were invited to a formal consultation meeting but did not attend.
19. All written responses received either by the reply form provided, via the County Council's website or by electronic mail and notes of formal meetings are available as background papers to this report.

Summary of consultation responses

20. The summary of consultation responses is as follows:
 - no members of staff opposed the closure through the NCC electronic consultation process. Staff discussed the options for children with complex needs and the development of more specialist SEN provision in the locality. Staff sought clarification on their rights and entitlements if the Centre was to close
 - the Management Committee's view was that although not a reflection on the capability of staff, it has become apparent that the current arrangements for provision at Oakdale Learning Centre are not viable. They were keen to learn more about the alternative arrangements for specialist SEN/ ASD (Autistic Spectrum Disorder) provision
 - no parents or carers attended a formal meeting
 - of the four pupils who completed the questionnaire one agreed with the proposal to close saying that *'when I was excluded and went to Oakdale I didn't like it, it was just like school'*. This learner now attends an Alternative Provision which he likes much more: *'It would have been better to come straight onto provision'*. Two pupils disagreed and one had no view or did not comment specifically on the matter. One pupil identified that the Centre gives a second chance to pupils who are badly behaved. One pupil said *'I've got back into school because this is smaller with fewer people. It's better to work in small groups'*.
 - with the exception of one response received through the NCC electronic consultation, there has been no active support for Oakdale Learning Centre to remain open from individual schools, school partnerships and staff in schools. This is also the case in relation to other services and local residents
 - the majority of schools, through their school partnerships served by Oakdale Learning Centre, have expressed a desire to retain their own students. There

are examples in Mansfield and Ashfield of schools and partnerships developing their own successful alternatives to Oakdale Learning Centre

- an organisation responsible for commissioning, registering and quality assuring alternative providers in Nottinghamshire has identified providers who are able to put provision in place for pupils within six days of the issue of a permanent exclusion, which is the statutory requirement. Work is underway to commission this type of provision for 1 September 2015.

21. Taking into account the consultation responses, the proposal remains unchanged that Oakdale Learning Centre should close on 31 August 2015. This is because officers have not been dissuaded from the view that outcomes for children and young people will be improved and resources used more effectively where schools retain responsibility for learners who would otherwise have been placed at Oakdale Learning Centre. The concerns and reasons expressed by those opposed to the closure will be used to inform the development of alternative models of provision with school partnerships and alternative providers.
22. If approval is given to close Oakdale Learning Centre, planning for pupils will be accelerated to ensure there are suitable pathways for each of the 13 learners who could potentially be on roll, which will largely be through commissioned alternative provision. Of these 13 learners, six will be in year 11 (historically, year 11 learners are educated off site), six will be in year 10 and one in year 9, who will also access commissioned alternative provision.
23. Each school partnership will be invited to use the additional revenue released from the closure of Oakdale Learning Centre to continue to make arrangements in their own localities. In addition, arrangements will be confirmed which will ensure that the County Council continues to deliver its statutory duty *“to make arrangements for the provision of suitable education at school (including pupil referral units), or otherwise than at school, for children of compulsory school age who, by reason of illness, exclusion from school or otherwise, will not receive a suitable education without those arrangements”* (Education Act 1996, Section 19).
24. Arrangements will be put in place to support the 12 teaching, support and administrative staff affected by closure in line with County Council HR guidance. Ancillary staff (site manager, catering and cleaners) affected by the closure are currently employed through a Service Level Agreement.
25. The affected staff are as follows:

Post	
Teacher in Charge	1
Specialist Teacher	4
Specialist Teaching Assistant	4
Admin Team Leader	1
Administrator	2
Site Manager	1
Cleaner	1
Schools Catering Team	1
Total	15

Statutory Notice

26. There is no requirement to issue a statutory notice to formally close Oakdale Learning Centre or seek the consent of the Secretary of State because it is not in special measures or requiring significant improvement.

Other Options Considered

27. In seeking approval to consult on closure only one alternative option has been considered, which is to keep Oakdale Learning Centre open and admit pupils from partnerships willing to fund this arrangement. This is currently not the case, indeed the majority of partnerships have confirmed that they do not wish to request places over and above those currently on roll. In addition the reduction of staff and the momentum of change being generated through the implementation of the SEBD strategy reinforces the view that it is more appropriate to invest time and funding in collaborating with schools and other providers to develop local provision in each district.
28. If the Committee agrees the recommendation to close Oakdale Learning Centre, the County Council will need to consider the options for the future use of the building beyond 1 September 2015.

Reasons for Recommendations

29. The rationale to recommend closure of Oakdale Learning Centre is based upon three principal issues:
 - the low numbers requiring provision on site
 - the high cost per PRU place at £23,462 per pupil is significantly higher than the national average of £15,000
 - the new model of collaborative working across partnerships in the north of the County will remove the need to commission sufficient places for Oakdale Learning Centre to remain viable.
30. The devolution of SEBD resources will result in each district receiving significant additional resources with which to create alternative provision by schools and school partnerships supported by County Council officers. This will include a commissioning process beginning with confirming pathways for existing learners on the roll of Oakdale Learning Centre.

Statutory and Policy Implications

31. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Implications for Service Users

32. Service users are pupils who have been or are at risk of permanent exclusion and schools who are managing their challenging behaviour. Action will be taken to explore on an individual basis arrangements for alternative provision for those pupils who would have ordinarily been admitted to Oakdale Learning Centre due to the need to prevent or because of a permanent exclusion. This will be through one of three pathways:
- localised provision developed with each school behaviour and attendance partnership or in some cases with individual schools
 - provision developed with school partnerships for those learners with complex SEBD
 - alternative provision for key stage 3 and 4 learners.
33. For year 10 pupils who have been on roll at Oakdale Learning Centre from September 2014 arrangements will be made to ensure that they are able to complete any accredited courses that they will be undertaking over the next two years.

Financial Implications

34. Oakdale Learning Centre is funded from the Dedicated Schools Grant and all budget released by the closure of the Centre will be re-allocated to meet the needs of the children in other settings and by other methods of provision.

Public Sector Equality Duty Implications

35. White boys and pupils with SEN are over-represented in the group of pupils who are disadvantaged by exclusion. New arrangements will reduce the impact on this vulnerable group.
36. Equal opportunities issues for staff will be addressed within an agreed enabling document which will follow an agreed standard format.
37. An Equality Impact Assessment has been undertaken and is available as a background paper. Decision makers must give due regard to the implications for people with protected characteristics when considering this report.

Crime and Disorder Implications

38. Appropriate consideration has been given to the Crime and Disorder Act 1998. It is the view of the County Council that this proposed closure does not pose a significant risk to increasing criminal activity within the locality.
39. The local neighbour who attended the consultation meeting expressed a concern about a possible increase in vandalism if the building were to be unoccupied. The County Council would therefore take the appropriate action to minimise this risk.

Safeguarding of Children and Vulnerable Adults Implications

40. Children who are in receipt of provision at Oakdale Learning Centre are entitled to receive provision of a high quality education, which is subject to safeguarding and

quality assurance procedures. An approved provider framework and daily monitoring arrangements will ensure that children receive their education in high quality and safe environments.

Human Resources Implications

41. Any decision to close Oakdale Learning Centre will be addressed in line with HR policies and procedures, including consultation with the recognised Trade Unions.
42. The Management Committee will be supported by County Council officers to ensure that decisions about staffing in the school are made in accordance with employment law and the Local Authority's previously determined policies.
43. A consultation and communication strategy has been developed in line with statutory processes relating to the closure of a school.

RECOMMENDATION/S

That:

- 1) approval is given for the closure of Oakdale Learning Centre with effect from 31 August 2015
- 2) arrangements are accelerated to ensure that all pupils currently on roll are placed in suitable provision from 1 September 2015
- 3) plans continue for all school partnerships to develop alternative provision for pupils at risk of permanent exclusion.

John Slater

Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Chris Harrison

Group Manager, SEND Policy & Provision

T: 0115 9773384

E: chris.c.harrison@nottsc.gov.uk

Constitutional Comments (SLB 13/02/15)

44. Children and Young People's Committee is the appropriate body to consider the content of this report. Any changes to County Council staffing structures are subject to the provisions of the Employment Procedure rules regarding HR advice and consultation with the recognised trade unions, as set out in the report.

Financial Comments (SS 23/02/15)

45. The financial implications of the report are set out in paragraph 34 above.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Review of arrangements for children and young people with social, emotional and behavioural difficulties (SEBD) in Nottinghamshire - report to Children and Young People's Committee on 5 November 2012

An update on Nottinghamshire's strategy for pupils with social emotional and behavioural difficulties (SEBD) – '5 steps to collective responsibility' – report to Children and Young People's Committee on 16 September 2013

Specialist provision for children with social, emotional and behavioural difficulties (SEBD): options and recommendations – report to Children and Young People's Committee on 10 February 2014

Proposal to consult on the closure of Oakdale Learning Centre – report to Children and Young People's Committee on 8 December 2014

Equality Impact Assessment

Consultation document for parents/carers, staff, governors and other interested parties explaining the proposal to close Oakdale Learning Centre, published on 9 December 2014

Written responses received during the formal consultation period that expired on 3 February 2015

Notes of questions and views expressed and discussed at the consultation meetings held between 9 December 2014 and 3 February 2015 with RTU colleagues, staff, pupils and Management Committee.

Summary of Learners' views.

Electoral Divisions and Members Affected

All.

C0588

Proposed Closure of the Oakdale Learning Centre

Appendix 1

The number of consultation documents distributed was approximately 230. Comments/issues/points raised at consultation meetings and within written/electronic/on-line responses were as follows:

	No. responses received	No. responses received	No. responses received
	Agreed	Disagreed	No view
Parent/Carer of pupil attending Oakdale Learning Centre	0	0	0
Parent/Carer of pupil not attending Oakdale Learning Centre	0	0	1
Member of Oakdale Learning Centre Management Committee	0	0	0
Staff employed at Oakdale Learning Centre	0	0	0
Staff not employed at Oakdale Learning Centre	0	1	0
Pupil attending Oakdale Learning Centre	1	2	1
Pupil not attending Oakdale Learning Centre	0	0	0
Other	1	2	1
TOTALS	2	5	3
Where reply forms indicated more than one type of respondent, only one has been included in the table above using a priority order of 'parent/carer', governor, 'staff' and then 'other'.			

A total of 10 responses from consultation documents issued were received from stakeholders of whom five were opposed to closure, two agreed and three had no view.

In addition formal consultation meetings were held with staff, the Management Committee, schools, other service users, parent/carers and residents/community groups.

Oakdale Learning Centre arranged for individual meetings with learners who were invited to respond to the proposal.

Staffing matters

The staff sought clarification on their rights and entitlements if the Centre was to close. Staff also expressed a strong view that if the Centre does close the alternative provision required needed to meet the needs of those learners who would otherwise have attended.

At the staff consultation attended by staff and Recognised Trade Unions (RTUs) clarification was provided that were Oakdale Learning Centre to close all staff would be in a redundancy situation and in the event of it remaining open there would need to be sufficient demand for places for it to be viable from 1 September 2015.

Building and site related issues

A local neighbour who responded to the consultation expressed a concern about the future use of the building and site.

Pupil, Curriculum, Community and other related issues

Of the four pupils who completed the questionnaire one agreed with the proposal to close saying that *'when I was excluded and went to Oakdale I didn't like it, it was just like school*. This learner now attends an Alternative Provision which he likes much more: *'It would have been better to come straight onto provision'*.

Two pupils disagreed and one had no view or did not comment specifically on the matter. One pupil identified that the Centre gives a second chance to pupils who are badly behaved. One pupil said *'I've got back into school because this is smaller with fewer people. It's better to work in small groups'*.

9 March 2015**Agenda Item: 09****REPORT OF SERVICE DIRECTOR, TRANSPORT, PROPERTY &
ENVIRONMENT****THE NATIONAL SCHOOL FOOD PLAN****Purpose of the Report**

1. This report provides an update on the National School Food Plan which was announced in July 2013 and progress on the actions required to deliver the Plan in Nottinghamshire.

Information and Advice

2. The Environment and Resources Department provides a school meals service to a number of primary and secondary schools and academies across the County. 94% of primary schools and academies and 56% of secondary schools and academies buy back their catering service from the County Council.
3. A number of schools and academies have chosen to either manage the catering services directly themselves (27) or procure an arrangement with a private sector catering provider (5).
4. The responsibility for the delivery of the National School Food Plan sits with schools. However, with NCC being the largest catering provider, the schools catering team will have a major role in supporting schools to support the implementation of the National School Food Plan.

Background

5. As reported to this Committee in April 2014, the Secretary of State for Education in 2012 commissioned a plan to be produced looking at the issues and concerns that had been raised nationally over a number of years in respect of school food. The findings identified that the quality of food had improved enormously since Jamie Oliver's intervention in 2005 and there was clear and measurable improvements in the nutritional quality of most food and a reduction in the sale of "junk" food. However after considerable research there was considerable evidence of good practice but the importance of school food had yet to become fully integrated into the school day. Messrs Dimbleby and Vincent, the authors of the plan, also concluded that the best schools incorporate food education, such as cooking, growing vegetables and even animal husbandry, into their curriculum and those that promote the service are able to achieve a financially viable operation.

6. The report recommended the following key actions in order to improve school meals:
- incorporate cooking into the curriculum for Key Stages 1 to 3
 - train head teachers in food and nutrition
 - replace the existing nutritional food standards with a food based standards approach
 - Public Health England to promote policies which improve children's diets in schools
 - Ofsted inspectors to consider the way a school promotes healthy lifestyles
 - ensure small schools are fairly funded in the provision of school food
 - increase meal take up in junior and secondary schools
 - set up financially sufficient breakfast clubs
 - develop a website to share best practice
 - improve the image of school food
 - improve the skills of the school food workforce
 - introduce Universal Free School Meals to all Key Stage 1 pupils from 1 September 2014.

Universal Free School Meals for Key Stage 1 pupils

7. The impact of this initiative in Nottinghamshire again as previously reported was extremely significant. Although meal numbers served had increased over the past five years, the overall take up in primary schools was 45%. This includes both paid and premium free meal numbers (i.e. free meals provided under the low household income criteria), measured against a total on roll figure. Currently free meals take up is approximately 80% against the entitlement. Based on an estimated 85% take-up by pupils in Key Stage 1, planning took place to produce an additional 10,000 to 12,000 meals per day equating to an overall take up of 75% in primary schools after the introduction of Universal Free School Meals. **Appendix 1** provides details of the cumulative take-up position as at 31st December 2014. It should be noted that this measurement is taken against total entitlement therefore assumes every pupil attends school every day. Numbers have increased on a month by month basis and we expect this trend to continue over the spring term 2015.
8. Nottinghamshire's capital funding allowance from the Department for Education was £1.7m; and made available to support the additional infrastructure requirements in kitchens. First year revenue funding allocations was announced by the Government at £2.30 a meal, representing the national average cost of providing a school meal. For the financial year 2015/16 the service will revert to a single price charging to schools for all meals served i.e. £2.15. For the Autumn Term 2014 and Spring Term 2015 the service charged schools the full £2.30 to recover costs of additional expenditure required for cutlery, crockery and service equipment for which additional funding was required.
9. In total 110 projects were identified ranging from the addition of an oven to full kitchen refurbishments and most projects were completed by the 1 September 2014 deadline and a hot meal was available in every school from the first day of term.
10. Three main contractors supported this programme and worked exceptionally hard in supporting us. One of the suppliers has been shortlisted for the 2015 CEDA Awards for their work on this programme. As part of the project the development of three hub kitchens were also completed at College House Junior School, Mapplewells Primary

School and Meden Torch Academy – these are able to produce in excess of 700 meals a day each which is approximately two thirds of the capacity in daily use to fulfil meal requirements. Where kitchens cannot produce meals due to short term equipment failure or staff shortages the hubs are able to provide a speedy response.

11. County Hall are also now producing up to 500 meals a day for West Bridgford Infant and Junior schools where there is no physical space to have a kitchen. Visits by pupils to County Hall to see how and where their lunches come from has received positive press coverage. The schools are extremely satisfied with the meals they are receiving and this change has removed pressure from the previous two providing kitchens who can now concentrate on their own additional universal infant free school meals.
12. Maintained schools with a self-managed service were also contacted and funds allocated according to the same criteria as applied to County Council managed services.

Other Food Plan Action Requirements

13. Introducing the new food based standards has not been a problem and indeed new legislation from the Food Standards Agency of publishing notification of the 15 allergen requirements was completed for the Autumn term menu cycle. Additionally, as reported to Council at the January meeting, the service has achieved Gold standard accreditation under the food for life scheme (the service previously held Silver) so Members and parents can be assured that ingredient preparation and sourcing is amongst the best in the country.
14. Joint working is underway with both Public Health and the Food for Life Partnership in targeting lower meal take-up schools under the junior and secondary school criteria. This will include the promotion of the meals service to parents and schools. As part of this initiative The Cooking Bus is available to 16 School Chefs in March 2015 for a training session and also there is a planned session for Food Technology teachers in Nottinghamshire which has been advertised to all schools.
15. The other actions required are managed by schools and academies themselves:
 - a. Put cooking into the curriculum in key stages 1 to 3 (*5 to 14 year olds*) – *various initiatives proposed ranging from basic principles of a healthy diet to competency in a range of cooking techniques*) work by DfE now underway
 - b. Set-up financially self-sufficient breakfast clubs - *a number of breakfast clubs have been established however they are often reliant on parents volunteering and therefore not viable if wages are being paid for staff.* Supported by Magic Breakfast they will be contacting schools directly. Magic Breakfast is a UK registered charity “dedicated to ensuring every child starts their school day with the right breakfast as fuel for learning. Magic Breakfast believes no child's education should suffer for the lack of a breakfast.”
 - c. Investigate the case for extending free school meals entitlement – *the price of a school meal is an issue for low income families especially those with more than one child. Consideration is being given to the cost benefits of free meals to wider criteria of pupils.* On-going. Additionally in Nottinghamshire work is ongoing to change the

emphasis on registering for Free School Meals as being a “free meal” to the importance of registering to enable your child’s school to claim pupil premium which supports extra resources for the school.

- d. Train head teachers in food and nutrition – *from a survey carried out, 91% of head teachers agreed that eating healthy, nutritious food improves attainment and pupil behaviour. The National College for Teaching and Leadership that sets standards for head teacher training, has agreed that content on food and nutrition should be included in their head teacher programme.*
- e. Public Health England to promote policies which improve children’s diets in schools - *Support will be provided by Public Health England to the local health & wellbeing boards to promote effective practice in improving children’s diets in schools.* Work has commenced with Nottinghamshire Public Health team to ensure a joint approach is made between ourselves as service providers and the Public Health strategic planning input.
- f. Ofsted inspectors to consider the way a school promotes healthy lifestyles – *the Chief Inspector of Schools is planning to revise inspection guidelines to cover schools leadership in promoting healthy lifestyle and the overall management of the lunch time process. In recent years less and less time, particularly in secondary schools, has been devoted to providing an adequate period in the day to serve and consume food in a way that promotes good behaviour.*
- g. Measure success to ensure school food plan is working – this will include take-up, quality of food (number of schools meeting the standards), proportion of 16 year olds who can cook a repertoire of savoury dishes, morale of the workforce and proportion of schools with a quality award e.g. Food for Life Partnership award. Nottinghamshire County Council managed schools are currently at the Gold Standard.
- h. Develop a website to share best practice – both the Guardian and the Times Educational Supplement now have dedicated areas on their websites to school food and what works well. Now in place.
- i. Improve the image of school food – a number of commercial industry experts are now working on how the image can be improved so pupils can be encouraged to eat school meals. On-going
- j. Bring school cooks closer to the rest of the catering sector and improve the skills of the school food workforce - there are currently 60,000 people working in the delivery of school food, qualification based off-the-job training is seldom provided. Greater emphasis will be placed on both training and involvement in high profile media events. Nationally supported and on-going

Conclusion

- 16. Delivering the National School Food Plan represents a significant and unprecedented challenge to the schools catering service. Colleagues from Children, Families and Cultural Services and Property Services are engaged in the preliminary planning process and will assist in ensuring its successful delivery.

Other Options Considered

17. None.

Reason/s for Recommendation/s

18. With 94% of primary schools obtaining their catering service from the County Council, the service has a key role in supporting schools with the delivery of the infrastructure required by the National School Food Plan.

Statutory and Policy Implications

19. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION

- 1) That the update on the National School Food Plan and the progress on actions required to deliver the Plan in Nottinghamshire be noted.

Jas Hundal

Service Director, Transport, Property and Environment

For any enquiries about this report please contact:

Kevin McKay

Group Manager, Catering & Facilities Management

T: 0115 977 4369

E: kevin.mckay@nottsc.gov.uk

Constitutional Comments

20. As this report is for noting only, no Constitutional Comments are required.

Financial Comments

21. As this report is for noting only, financial comments are not required.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

The School Food Plan www.schoolfoodplan.com

The National School Food Plan – report to Children and Young People’s Committee on 23 April 2014.

Electoral Division(s) and Member(s) Affected

All.

C0589

Primary School Meal Take-up Autumn Term 2014

TAKE UP % BY DISTRICT

	Premium Free Take Up %	UIFSM Take Up %	Pupil Paid Take Up %	Overall Take Up %
Ashfield	73.1	75.1	31.5	61.6
Bassetlaw	72.2	80.6	49.2	66.2
Broxtowe	77.5	78.1	30.4	64.1
Gedling	78.0	78.8	37.0	63.8
Mansfield	77.3	72.6	34.6	59.5
Newark	75.6	80.4	47.7	67.6
Rushcliffe	77.1	83.2	46.5	68.2
Overall Average	75.8	78.4	39.6	64.4

*Should be noted that figures apply to total entitlements and does not take into account pupil absences, school closures etc.

9 March 2015**Agenda Item: 10****REPORT OF THE TEMPORARY DEPUTY DIRECTOR, CHILDREN, FAMILIES
AND CULTURAL SERVICES****CHANGES TO EARLY HELP STAFFING STRUCTURES****Purpose of the Report**

1. This report seeks approval for a revised staffing structure within Early Help Services.

Information and Advice**Integrated Family Support Model – Staffing Structure**

2. A report entitled 'Redefining your Council – Transformation and Spending Proposals' was approved by Policy Committee on 12 November 2014. Included within the proposals (within Combined Appendix B:B09) was the proposal to establish an Integrated Family Support Model. A consultation on the model and the organisational and staffing structures to support it was carried out between 1 December 2014 and 16 January 2015. During the consultation period we invited and gathered views from a wide range of stakeholders.
3. Children and Young People's Committee received a report and presentation on 8 December 2014 on the Integrated Family Services Review which outlined the aim of establishing a model to use available resources as effectively as possible to support services for children, young people (aged 0 – 19 years) and their families who are, or are at risk of, needing a statutory intervention from Children's Social Care. The revised model will deliver programmes of assessment and interventions will be streamlined, consistent and based upon the best available evidence. This will include the offer to the most vulnerable families provided by Children's Centres. This service will combine resources from Early Help and Children's Social Care and will include Early Help Case Management (support for vulnerable families and young people who are at risk of entering the formal social care system), and a range of practical, supportive and therapeutic interventions aimed at individuals or family units which can be utilised by Early Help Case Managers, Social Workers in Children's Social Care and the Youth Offending Teams.
4. 600 consultation packs were sent to families and children and young people that currently use family support services and 81 service user responses were received. 1,100 NCC employees, Nottinghamshire Children and Families Partnership (NCFP) employees and partners (including district and borough councils, police, schools and voluntary sector organisations) were emailed an invitation to contribute to the online consultation with 282 responses to the online consultation. The 287 NCC employees, NCFP employees and partners attended four consultation events and 57 NCC employees, NCFP employees and

partners attended 12 focus groups to discuss some of the feedback raised in more detail. The recognised Trades Unions have also been consulted during this time. There were three articles in the local press encouraging service users and the public to have their say. The response to the proposals has been overwhelmingly positive and changes have been made where additional risks have been identified.

5. Changes are required to the staffing structure to support the delivery of the new model, which is scheduled to commence on 1 November 2015. This includes a reduction in the number of types of job role with greater workforce flexibility and a structure based around a locality working model of South (Broxtowe, Gedling and Rushcliffe), West (Mansfield and Ashfield) and North (Bassetlaw, Newark and Sherwood. The resource requirements have been based on a thorough review of workload levels and projected volumes of need across each area of the County. Committee is asked to approve the following changes to the staffing structure:
 - to integrate the three Targeted Support Locality Teams, three Supporting Families Locality Teams, Family Resource Team, Family Assessment Teams, Community Social Workers within the Early Help Unit and the Homelessness Team into three Family Services, one for each locality of Nottinghamshire (South, West and North)
6. Details of the individual posts affected are attached as **Appendix 1** and structure charts showing current and proposed staffing structures are attached as **Appendices 2 - 11**. A summary of changes to the establishment is presented below. It is not expected that any compulsory redundancies will arise from this change of structure.

	Current Structure (fte)	Proposed Structure (fte) (indicative grading)
Hay Band E	2.8	4.8
Hay Band D	8.8	10
Hay Band C	5.57	3.45
Hay Band B	23	25
Hay Band A	26.64	21
Scale 5	50.81	57.8
TOTAL	117.62	122.05

7. In order to manage the transition between current and proposed structures Committee is asked to extend the post of Temporary Systems of Work Development Manager until 31 October 2015. This post is filled on secondment with an honorarium payment of 10%. This will cost £2,822 for the period from 1 April 2015 until 31 October 2015 and this is available from within the service budget. This post will oversee the workforce and case load transfer into the new service structures.
8. In order to ensure that the new service can make full use of the children's centre and youth service estate, it is also proposed to establish a small number of additional posts in the Quality and Improvement Group. These posts will ensure that there is no underutilisation of these centres due to access issues and that the facilities are safe and maintained appropriately without diverting more expensive professional staff from their frontline duties. Details of these posts are contained in **Appendix 1**.

Staffing Changes Resulting from “Redefining your Council – Transformation and Spending Proposals”

9. In the ‘Redefining your Council – Transformation and Spending Proposals’ report approved by Policy Committee on 12 November 2014 were included (within Combined Appendix B) proposals for ‘Targeted Support and Youth Justice Cost Reductions’ and ‘Early Years - Service and Contractual Efficiencies’.
10. ‘Targeted Support and Youth Justice Cost Reductions’ proposals included reduced staffing costs for youth justice provision in the light of a significant and consistent decline in youth offending rates and anti-social behaviour attributed to young people in recent years.
11. ‘Early Years - Service and Contractual Efficiencies’ includes a proposal to redesign the support provided to the Early Years sector through the Early Years Specialist Teacher team by developing a support model requiring reduced staffing, based around Early Years Practitioner roles and multi-skilled teams.
12. The proposals below are pursuant to implementing the agreed spending proposal. Agreements to take voluntary redundancy have been secured against all of these posts and no staff are at risk of compulsory redundancy as a result. The Committee is asked to approve the following:
 - disestablishment of 5.1 FTE Youth Justice Senior /Case Managers (Hay Band A-B) from 31 March 2015
 - disestablishment of 0.2 FTE Youth Justice Interventions Development Worker (Hay Band B) from 31 March 2015
 - disestablishment of 3 FTE Youth Justice Service Officers (Scale 5) from 31 March 2015
 - disestablishment of 2.5 FTE Early Years Specialist Teachers (Teachers Upper Pay Scale 3 plus TLR Band 4) from 31 March 2015
 - establishment of 4 FTE Early Years Quality Improvement Advisors (Scale 5) from 1 April 2015

Other Options Considered

13. All of these proposals have been subject to consultation with a number of options considered and commented on. These final proposals are made based on the feedback during consultation from a range of stakeholders including service users. An equality impact statement has been undertaken and is available as a background paper.

Reason/s for Recommendation/s

14. The recommendations are made to support delivery of the ‘Redefining your Council – Transformation and Spending Proposals’.

Statutory and Policy Implications

15. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

16. In respect of the staffing structure to support the Integrated Family Support Model, the costs of the revised staffing structure in a full year would be £4.3m with all posts calculated at the top of grade and with on-costs and a 6% Vacancy Level Turnover applied. The cost of the temporary Systems of Work Development Manager would be a maximum of £2,822. Funding for the service will be available through a pooled budget of Nottinghamshire County Council revenue funding, the Public Health Grant and the grant and payment-by-results funding from the Troubled Families programme.
17. In respect of the changes to the Youth Justice Service, the disestablishment of posts will create a saving, based on posts at top of scale plus on-costs and a 6% Vacancy Level Turnover, of £0.3m per annum. The changes in Early Years will be cost neutral.

RECOMMENDATION/S

That:

- 1) the changes to the staffing structure to support the delivery of the Integrated Family Support Model be approved as detailed in **paragraph 5** and **Appendix 1**
- 2) the changes to the staffing structure of the Youth Justice Service **and** the Early Years Specialist Teacher team to deliver the savings required in “Redefining your Council – Transformation and Spending Proposals” be approved as detailed in **paragraph 12** and **Appendix 1**
- 3) the post of Temporary Systems of Work Development Manager is extended until 31 October 2015 as detailed in **paragraph 7**.

Derek Higton
Temporary Deputy Director, Children, Families and Cultural Services

For any enquiries about this report please contact:

Laurence Jones
Group Manager, Early Help Services
T: 01623 520109
E: laurence.jones@nottsc.gov.uk

Constitutional Comments (SLB 23/02/15)

18. Children and Young People's Committee is the appropriate body to consider the content of this report. Changes to staffing structures are subject to the provisions of the Employment Procedure Rules regarding HR comments/advice and consulting with the recognised trade unions.

Financial Comments (initials SS 25/02/15)

19. The financial implications of the report are set out in paragraph 16 and 17 above.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Redefining your Council – Transformation and Spending Proposals – report to Policy Committee on 12 November 2014 (previously published)

Integrated Family Services Review – report to Children and Young People's Committee on 8 December 2014 (previously published)

Consultation documents

Equality Impact Assessment

Electoral Division(s) and Member(s) Affected

All.

C0590

Disestablishment of Posts – Summary Proposals

- disestablishment of the three Targeted Support Locality Teams
- disestablishment of the three Supporting Families Locality Teams
- disestablishment of the Family Resource Team
- disestablishment of the Family Assessment Teams
- disestablishment of the Homelessness Team
- disestablishment of Community Social Worker posts in the Early Help Unit

Disestablishment of Posts – Detailed Proposals

Disestablishment of the following posts:

- 0.8 FTE Homelessness Services Project Manager (Hay Band E) from 31 October 2015
- Targeted Support Operations Manager (Hay Band E) from 31 October 2015
- Troubled Families Coordinator (Hay Band E) from 31 October 2015
- Homelessness Services Manager (Hay Band D) from 31 October 2015
- 3 FTE Targeted Support Locality Managers (Hay Band D) from 31 October 2015
- 3 FTE Supporting Families Locality Managers (Hay Band D) from 31 October 2015
- 2 FTE Team Managers (Family Resource) (Hay Band D) from 31 October 2015
- 2.5 FTE Senior Practitioners (Hay Band C) from 31 October 2015
- 3.07 FTE Senior Professional Practitioners (Hay Band C) from 31 October 2015
- 3.07 FTE Parenting Coordinators (Hay Band B) from 31 October 2015
- 10 FTE District Coordinators (Hay Band B) from 31 October 2015
- 6 FTE Community Social Workers (Hay Band B) from 31 October 2015
- 3 FTE Senior Case Managers (Enforcement) (Hay Band B) from 31 October 2015
- Senior Case Manager (Homelessness) (Hay Band B) from 31 October 2015
- 23.84 FTE Targeted Support Case Managers (Hay Band A) from 31 October 2015
- 2.5 FTE Case Managers (Homelessness) (Hay Band A) from 31 October 2015
- 18 FTE Family Key Workers (Scale 5) from 31 October 2015
- Targeted Support Officer (Parenting) (Scale 5) from 31 October 2015
- 3.5 FTE Targeted Support Officer (Scale 5) from 31 October 2015
- 3.31 FTE Targeted Support Officers (Homelessness) (Scale 5) from 31 October 2015
- 15 FTE Family Resource Workers (Scale 5) from 31 October 2015
- 3 FTE Kinship Care Workers (Scale 5) from 31 October 2015
- Kinship benefits Officer (Scale 5) from 31 October 2015
- 8 FTE Family Assessment Workers (Scale 5) from 31 October 2015

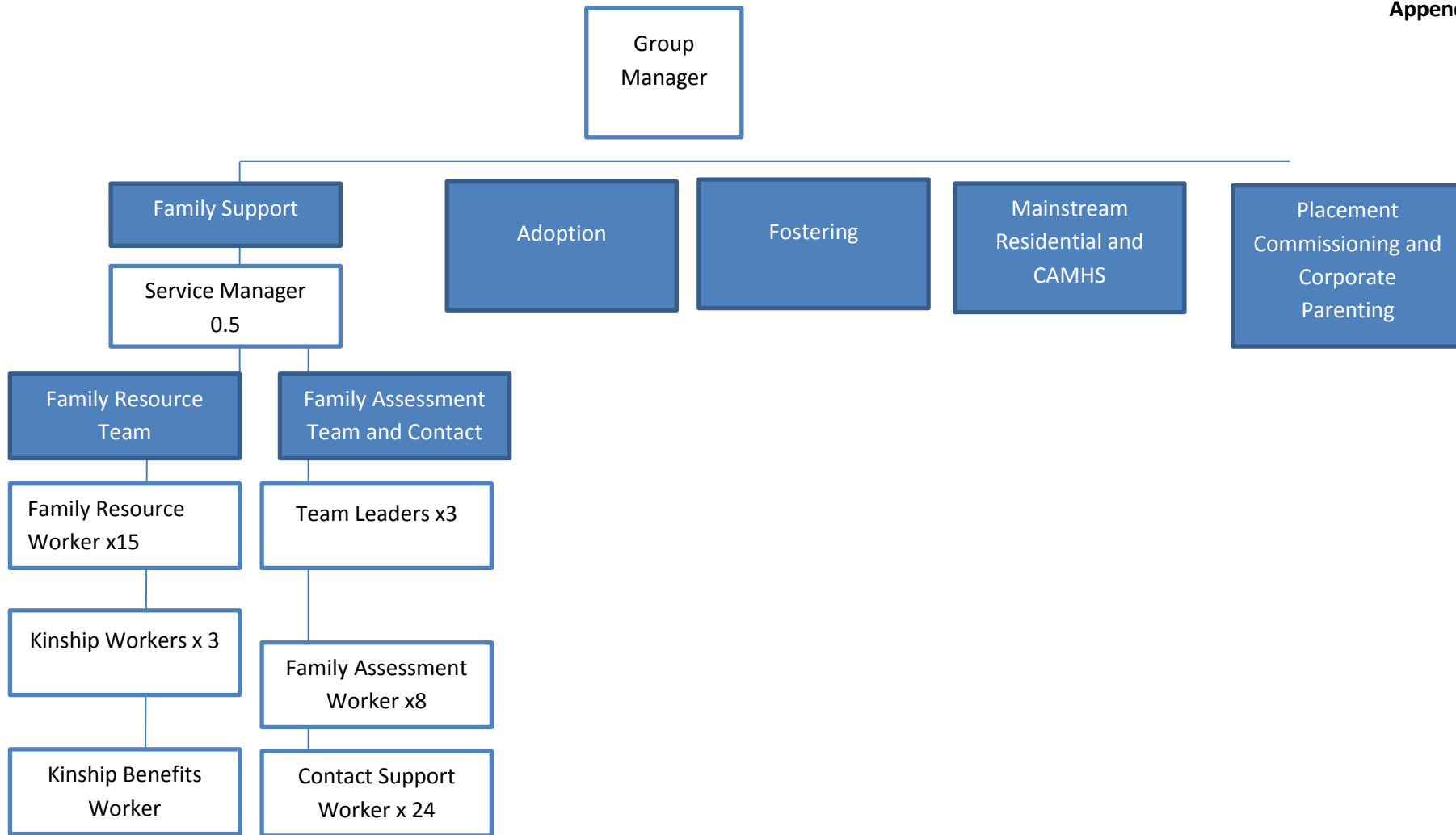
Establishment of Posts – Summary Proposals

- establishment of a Family Support Service for South Nottinghamshire
- establishment of a Family Support Service for North Nottinghamshire
- establishment of a Family Support Service for West Nottinghamshire

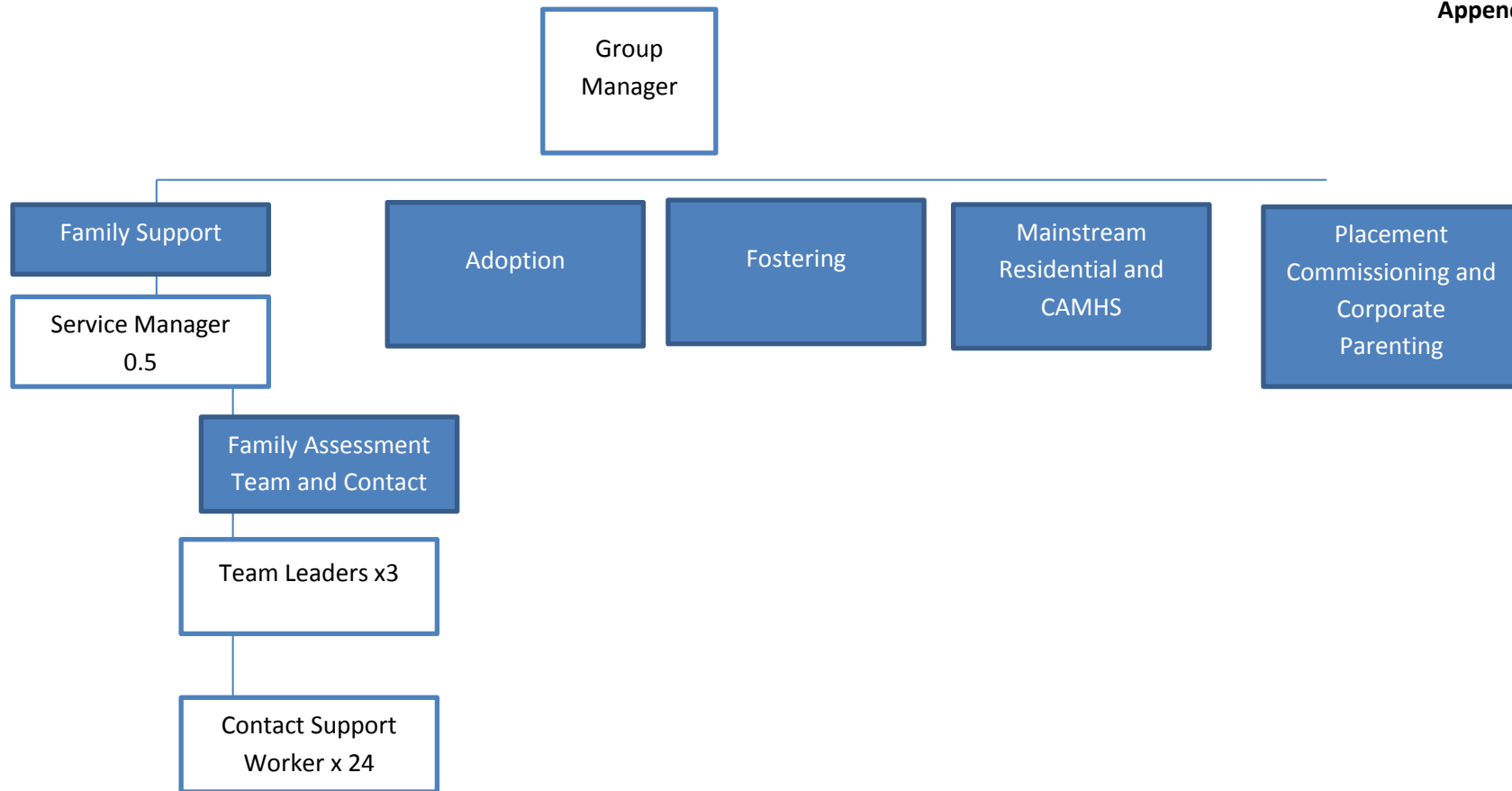
Establishment of Posts – Detailed Proposals

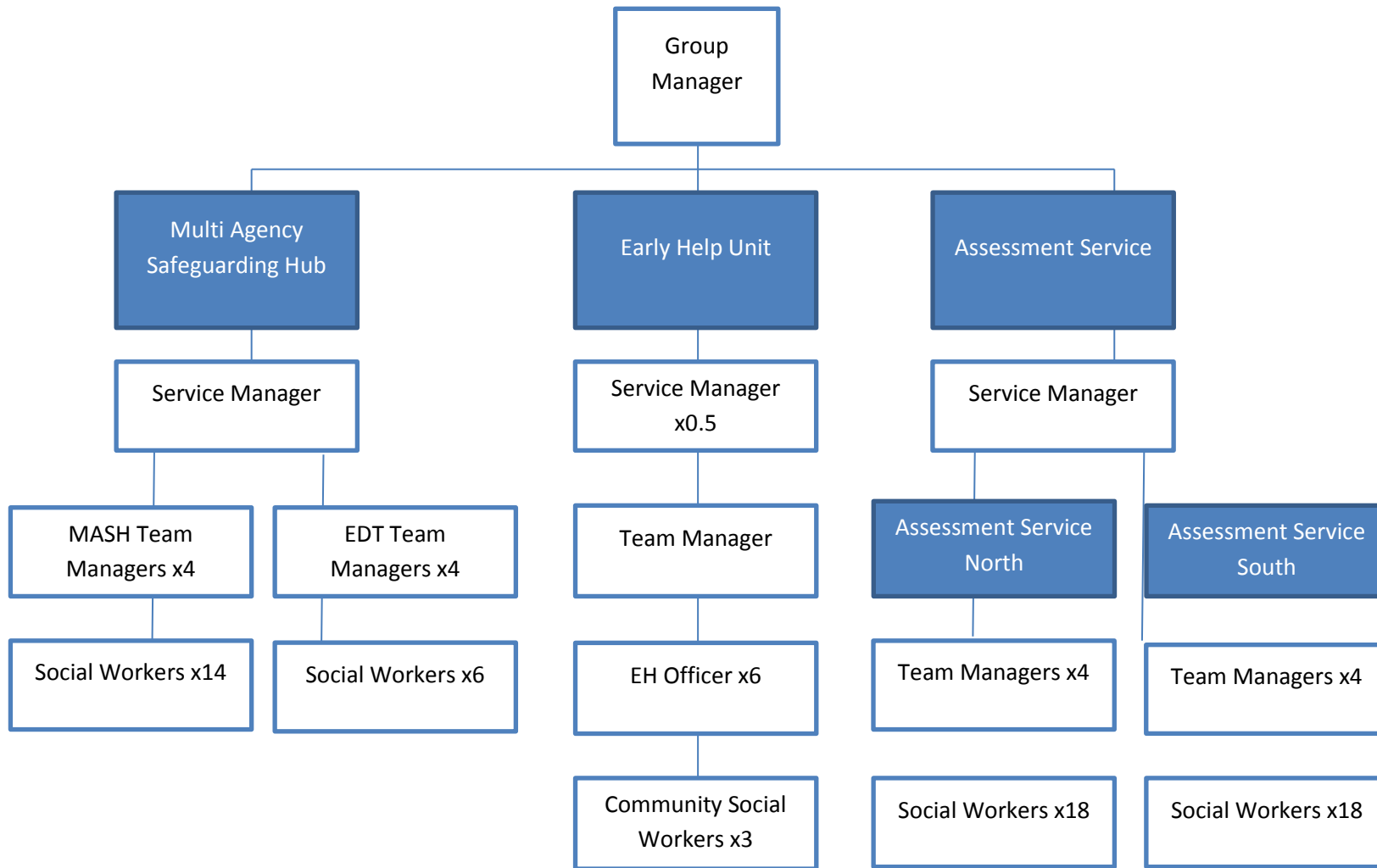
Establishment of the following posts:

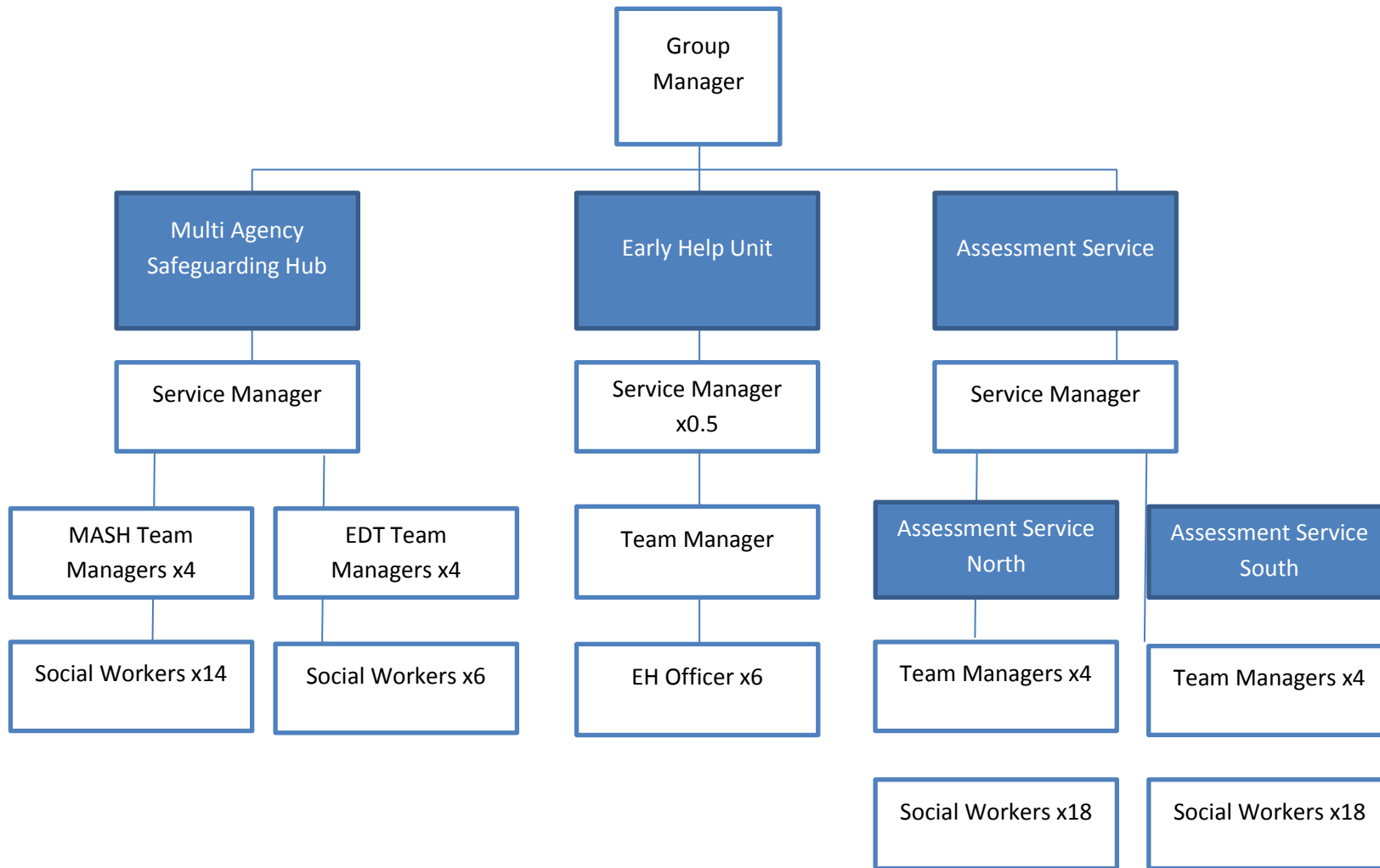
- 4.8 FTE Service Managers (indicative Hay Band E) from 1 November 2015
- 10 FTE Team Managers (indicative Hay Band D) from 1 November 2015
- 3.45 FTE Senior Professional Practitioners (indicative Hay Band C) from 1 November 2015
- 24 FTE Complex Case Manager/Unit Leader (indicative Hay Band B) from 1 November 2015
- 22.5 FTE Early Help Case Managers (indicative Hay Band A) from 1 November 2015
- 59.3 FTE Child and Family Workers (indicative Scale 5) from 1 November 2015
- 1.5 FTE Financial Responsibility Advisers (indicative Scale 5) from 1 November 2015
- Temporary Peer Support Networks Development Officer (indicative Hay Band A) from 1 November 2015 until 31 March 2017
- 2 FTE Premises Officers (Scale 5) from 1 April 2015 in the Quality and Improvement Group
- 0.5 FTE Departmental Support Officer (indicative Hay Band B) from 1 April 2015 in the Quality and Improvement Group

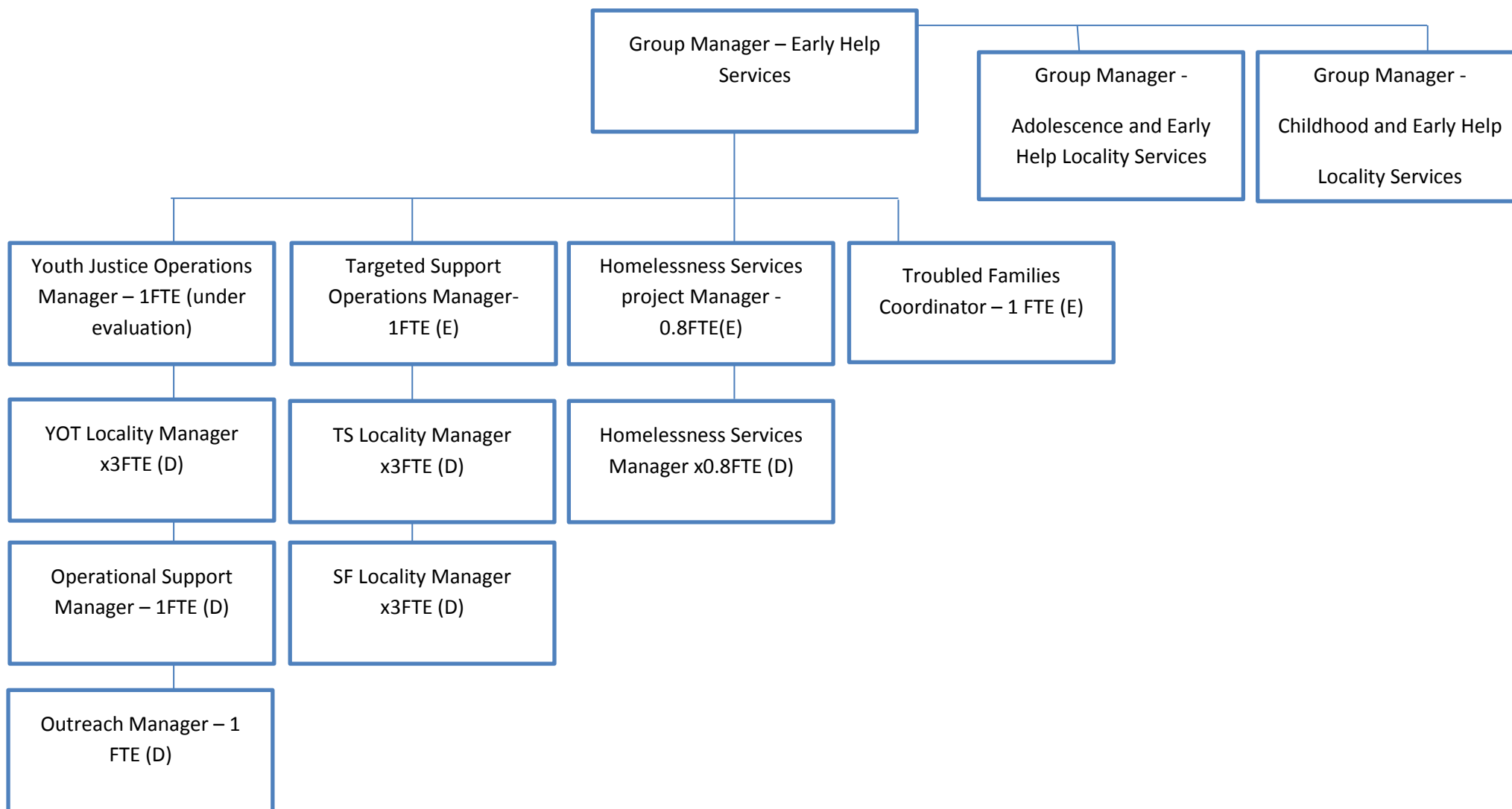


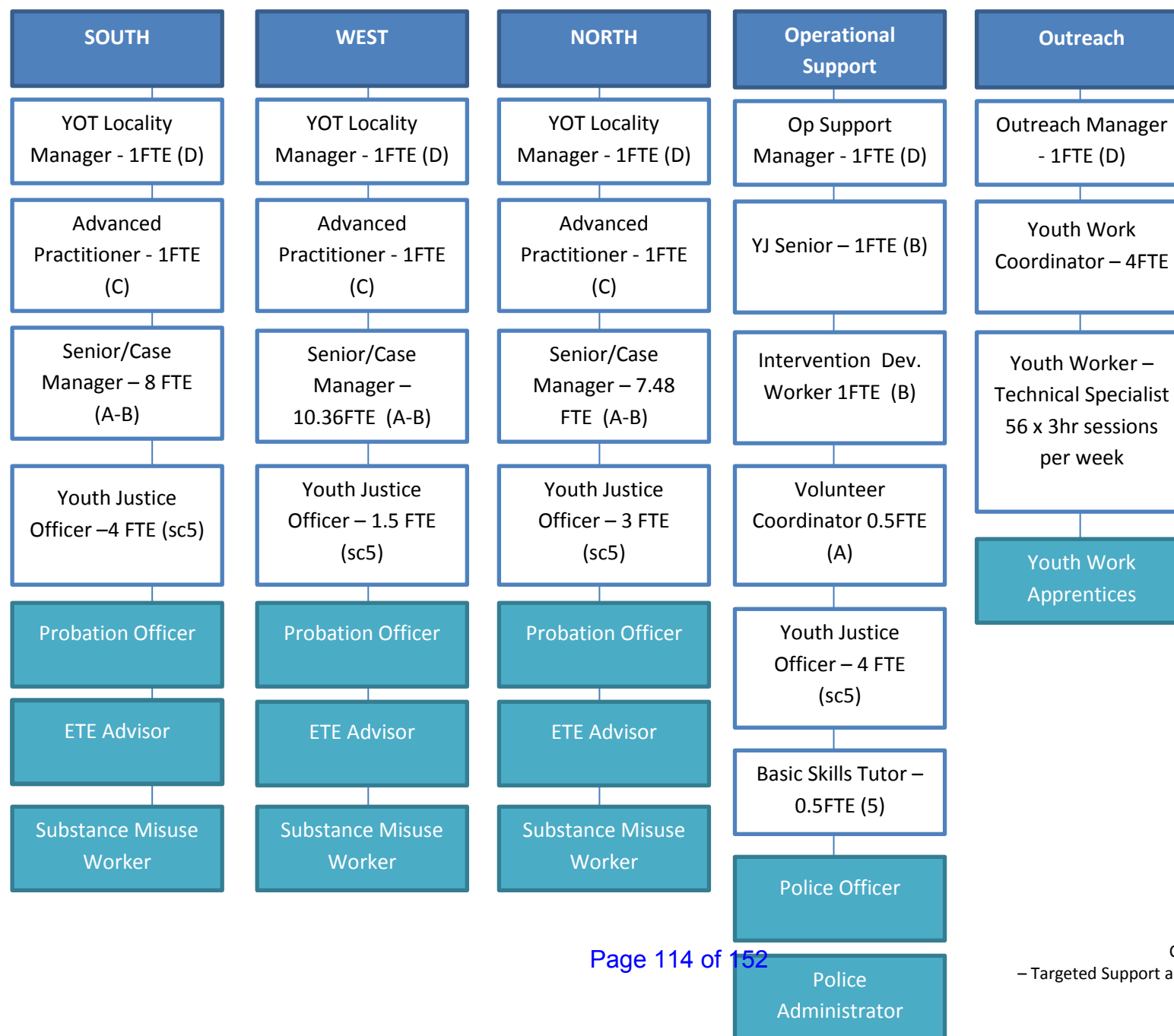
Access to Resources: Family Support: Current 10.2.2015

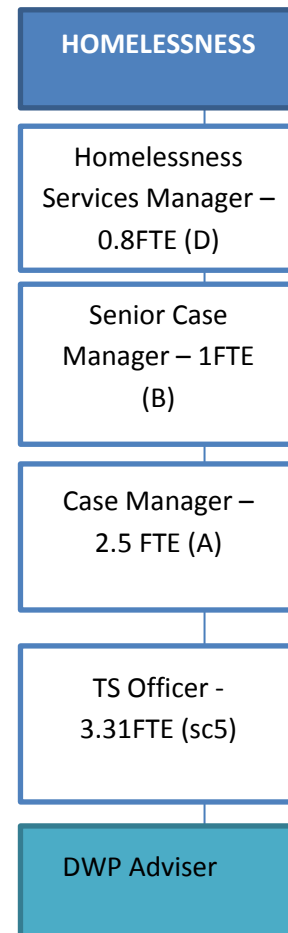




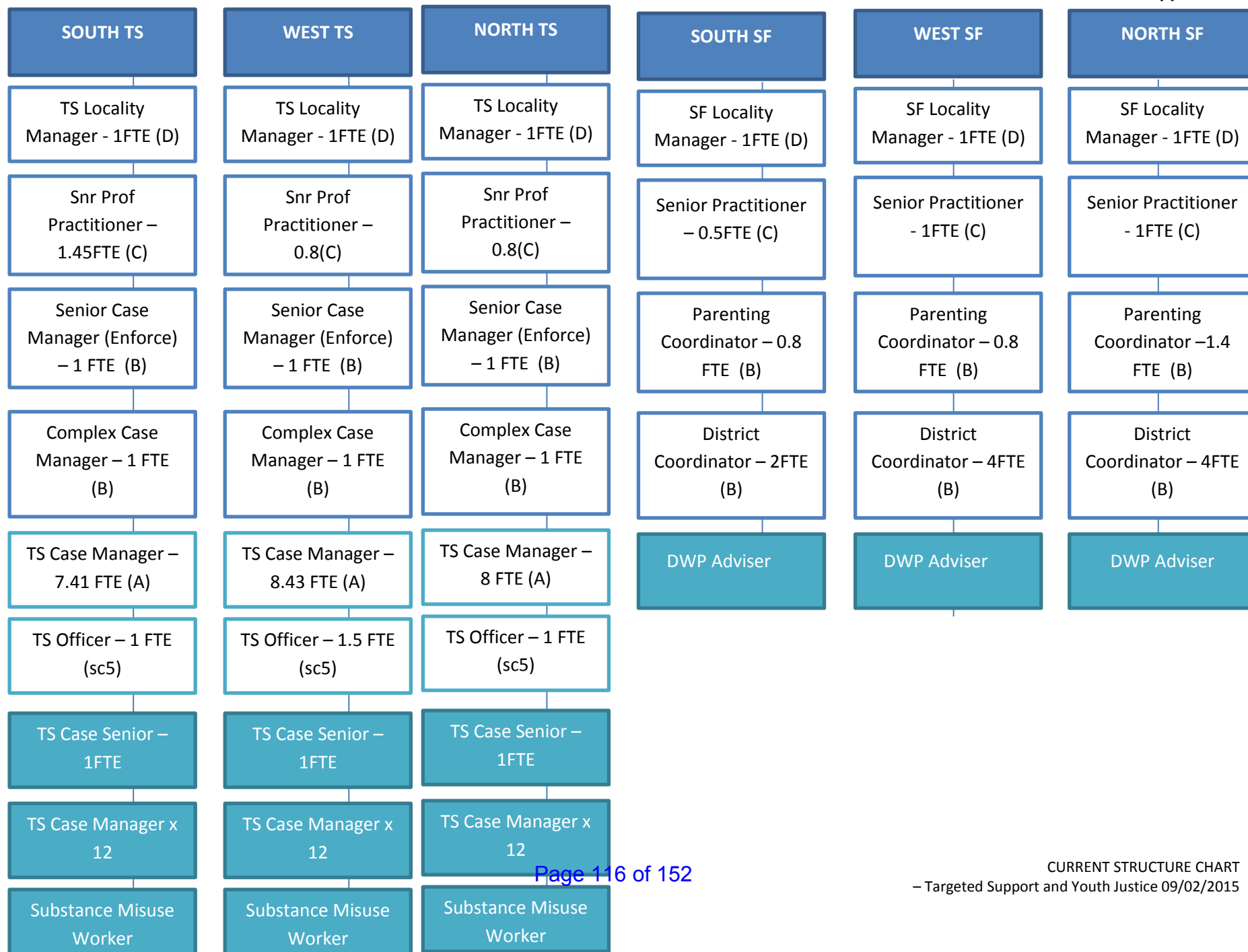


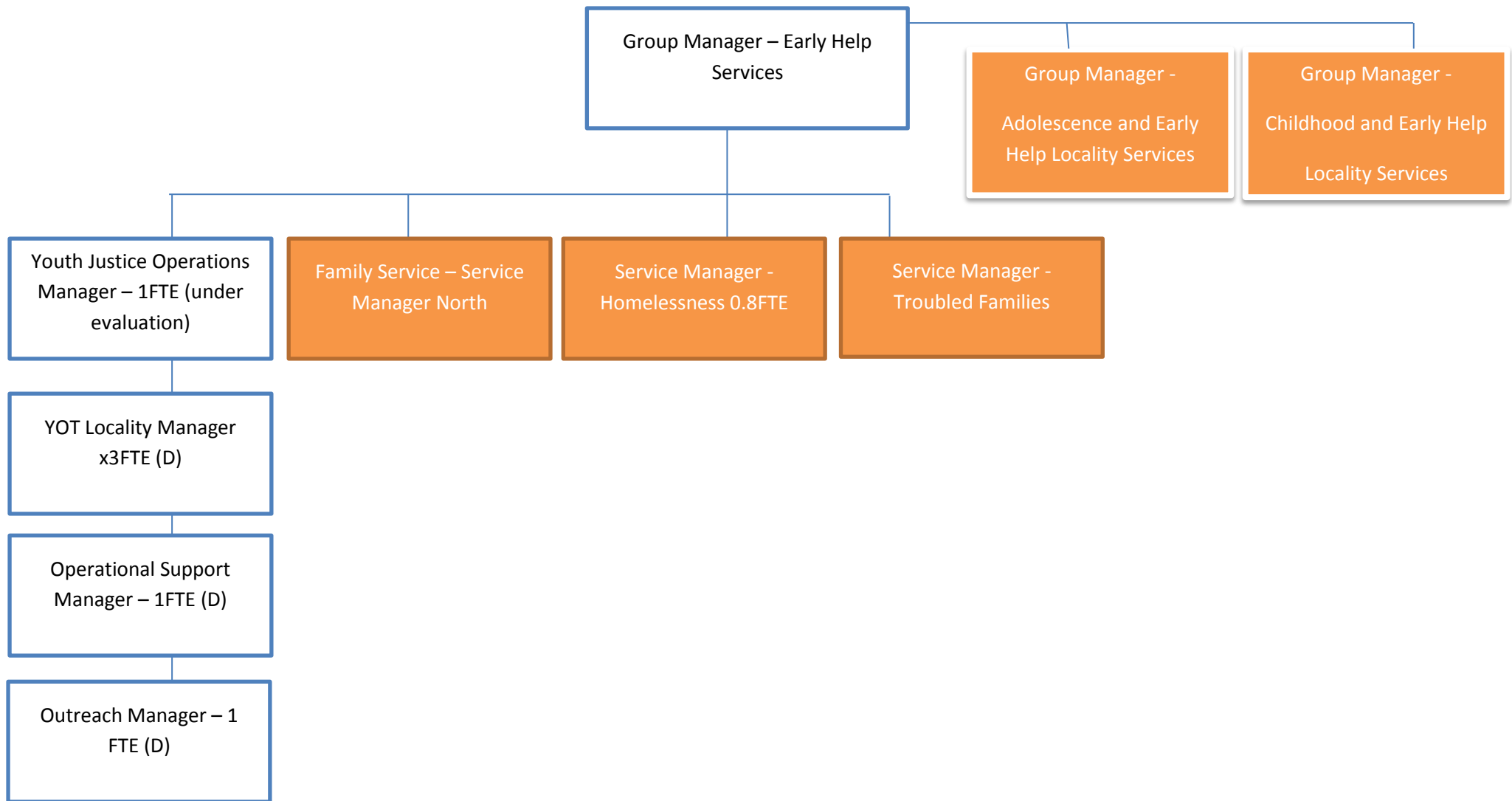


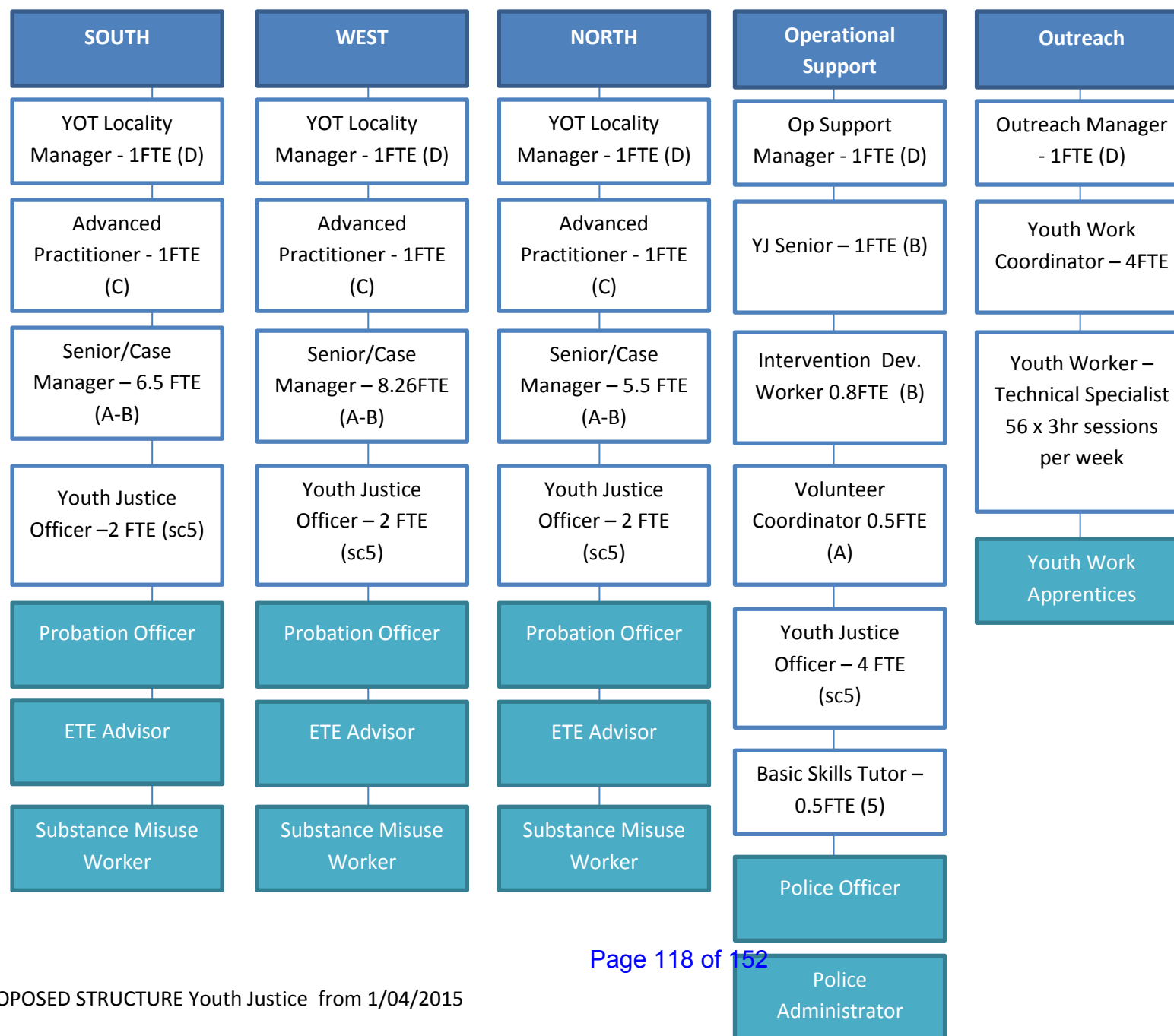


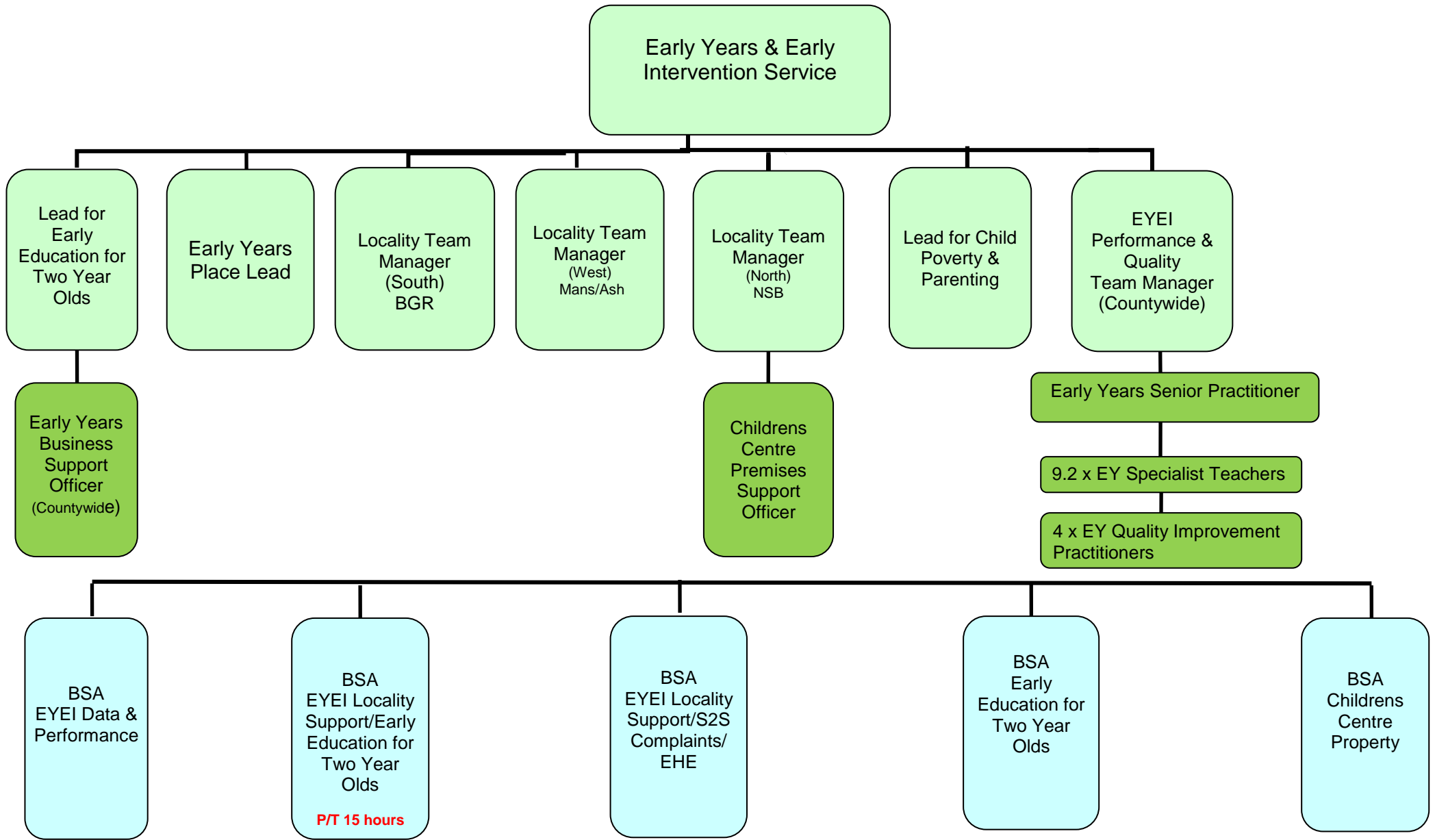


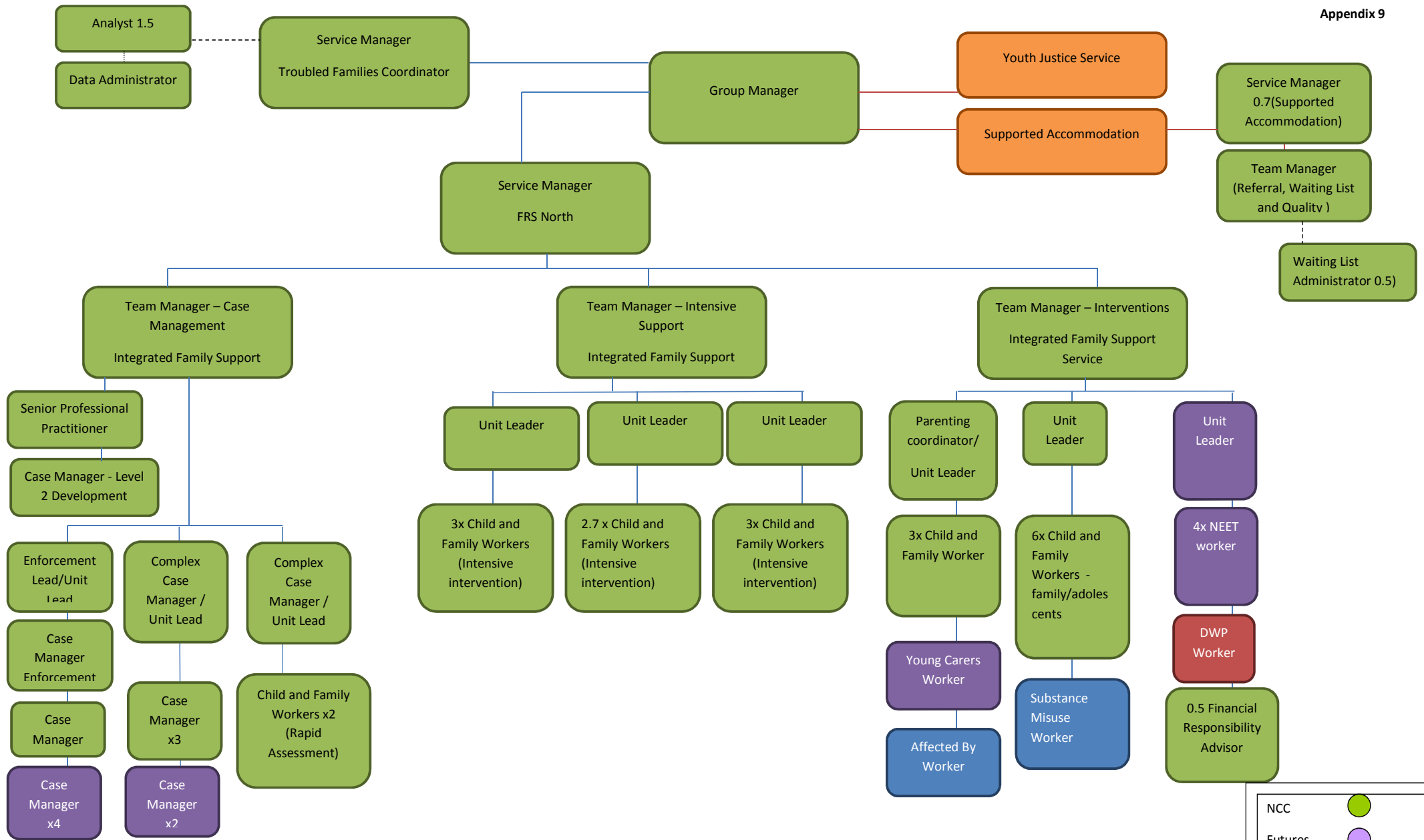
Appendix 6



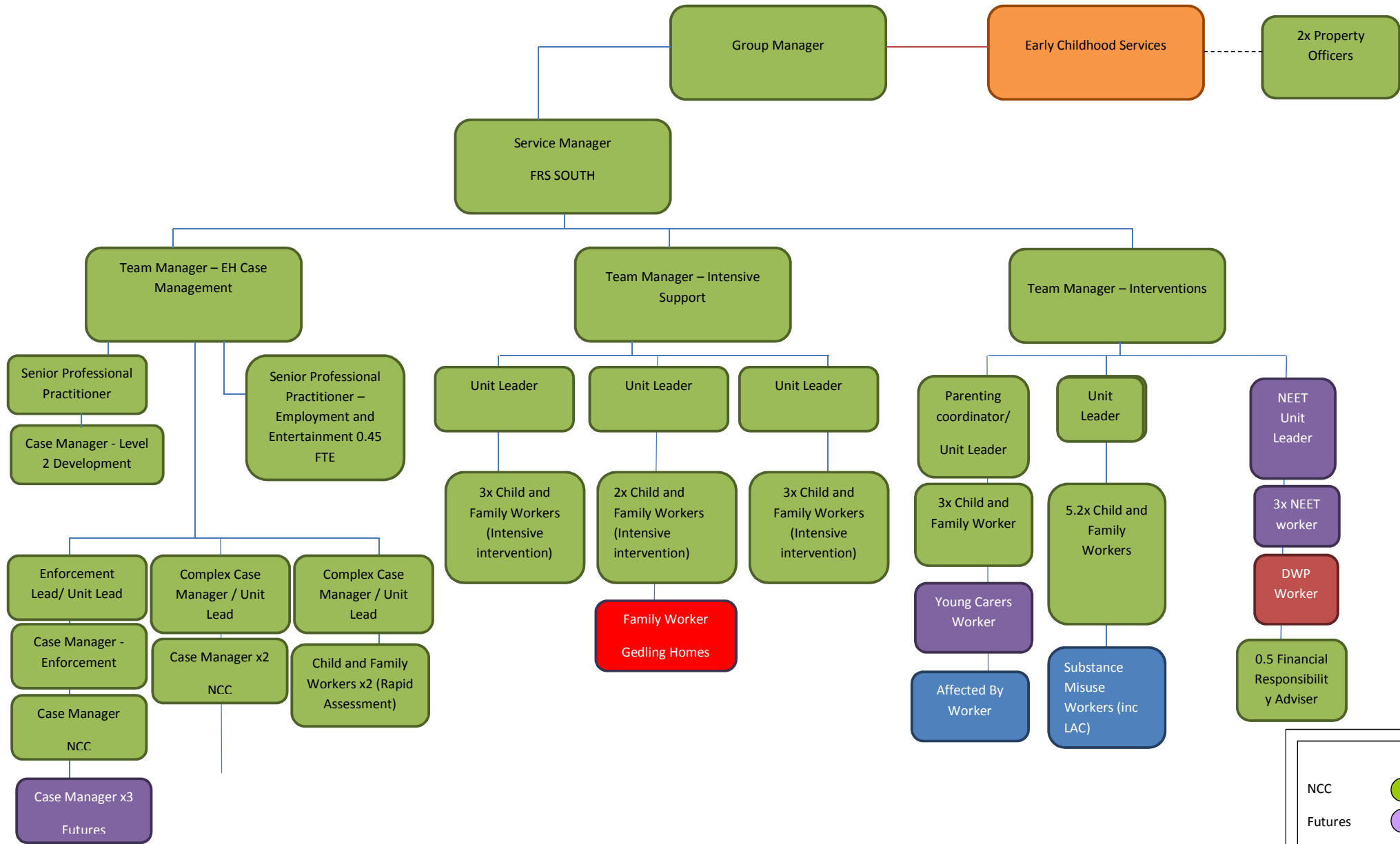




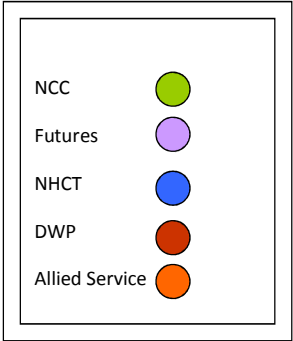


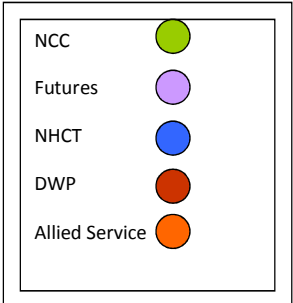
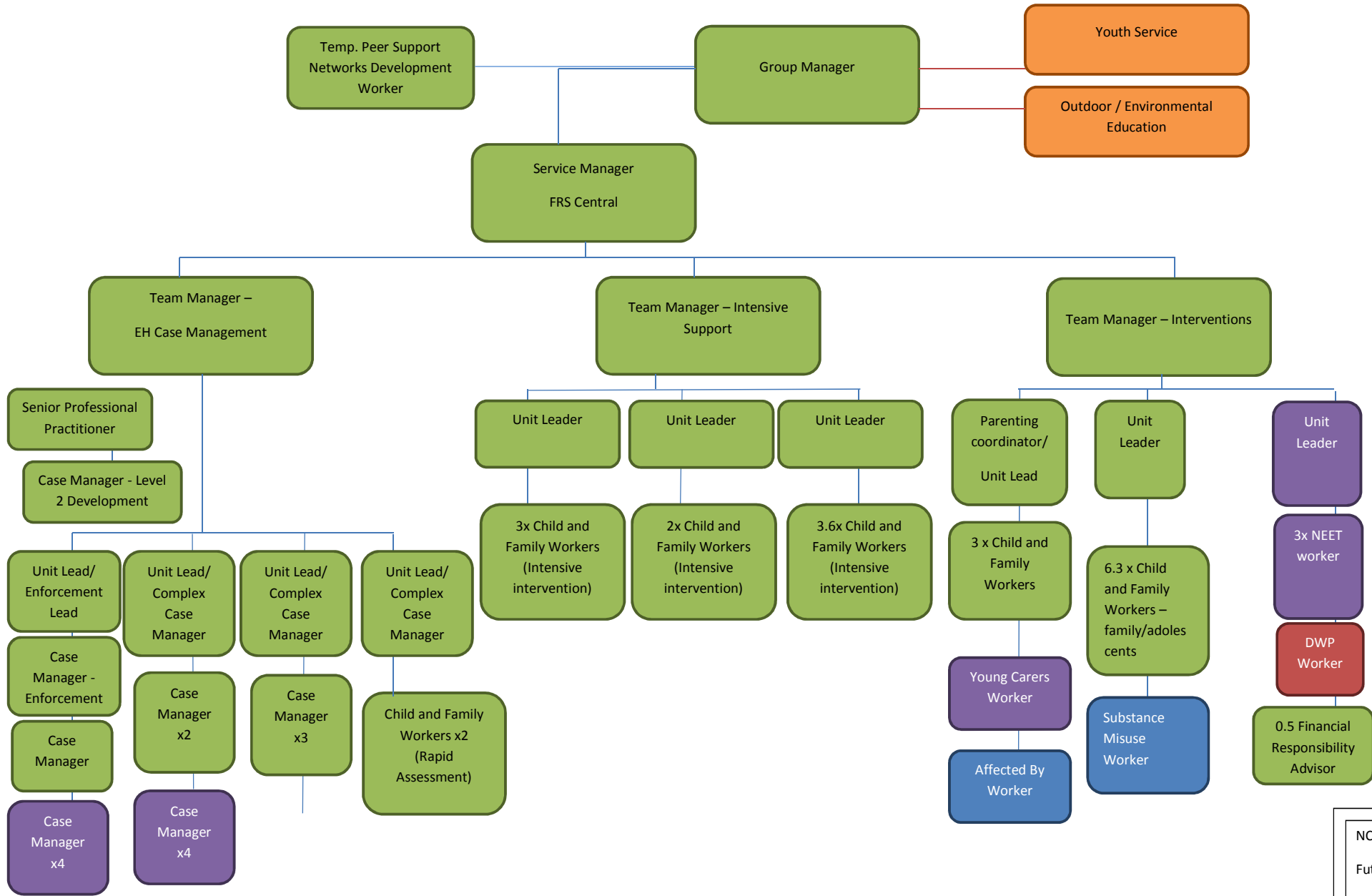


NCC	●
Futures	●
NHCT	●
DWP	●
Allied Service	●



Page 121 of 152
SOUTH- From 1 Nov 15





9 March 2015

Agenda Item: 11

**REPORT OF THE TEMPORARY DEPUTY DIRECTOR, CHILDREN, FAMILIES
AND CULTURAL SERVICES****STAFFING STRUCTURE OF THE YOUTH SERVICE GROUP****Purpose of the Report**

1. To seek Committee approval of changes to the staffing structure of the Youth Service group.

Information and Advice

2. A report entitled Redefining your Council – Transformation and Spending Proposals was approved by Policy Committee on 12 November 2014. Included within the proposals were changes to the Outdoor and Environmental Education (OEE) Service, a part of the Youth Service group. This service annually provides children and young people with 68,000 sessions of enrichment activities. Under the agreed proposals the service will reduce its core operating budget from £393,000 to £221,000 by April 2018 (the Service had a gross budget of £1,180,000 in 2014/15 due to its income generation). In order for these savings to be achieved a staffing restructure is required which will also see a change in terms and conditions from those currently under the Teacher/Soulbury structure to those used for the majority of Council employees under NJC. This change of structure will not alter the offer to schools or reduce the number, or frequency, of children and young people's attending residential or day centre activities. The current and proposed structure is attached as **Appendices 1 and 2**. Appropriate consultation has been carried out with affected staff and their relevant trade unions and this has assisted in design of the final structure.
3. In summary Committee are asked to approve the following changes to the staffing structure from 1st September 2015:
 - disestablish the post of Head of Centre Hagg Farm/Team Manager OEE (1 FTE) Soulbury 6-8 + 3 SPA
 - disestablish the post of Head of Centre The Mill Adventure Base (1 FTE) Hay Band B
 - disestablish the post of Outdoor Education Advisor (1 FTE) Soulbury 4-6
 - disestablish the post of Head of Centre – St Michaels (1 FTE) Soulbury 4-5 + 3 SPA
 - disestablish the post of Head of Day Centre (1 FTE) Soulbury 2-3 + 3 SPA
 - disestablish the post of Senior Administrative Officer (1 FTE) NJC Grade 5
 - disestablish the post of Day Centre Teacher (0.8 FTE) Teachers Main Scale + 1
 - disestablish the post of Residential Centre Teacher (1 FTE) Soulbury 1-2 + 2 SPA
 - disestablish the post of Administrative Assistant (0.67 FTE) NJC Grade 2

- disestablish the post of Clerical Assistant (0.51 FTE) NJC Grade 2
 - disestablish the post of Head of Centre cover (senior associate) (0.4 FTE) (local grade of £120/day)
 - establish the post of Head of Centre Hagg Farm/Locality Manager OEE (1 FTE) Hay Band E
 - establish the post of Head of Centre The Mill Adventure Base (with new responsibilities) (1 FTE) Hay Band C
 - establish the post of Outdoor Education Advisor (1 FTE) Hay Band D
 - establish the post of Operations, Finance and Administrative Officer (1 FTE) NJC Grade 5
 - establish the post of Senior Tutor Hagg Farm (0.6 FTE) Hay Band A
 - establish the post of Head of Centre (Primary Provision) (1 FTE) Hay Band C
 - establish the post of Operations Assistant (0.67 FTE) NJC Grade 5
 - establish the post of Operations Assistant (0.51 FTE) NJC Grade 5
 - establish the posts of Day Centre Tutors (1.8 FTE) NJC Grade 5
 - establish the posts of Residential Centre Tutor (1 FTE) NJC Grade 5
 - increase associate staffing budget (residential centres) from 0.6 FTE to 0.7 FTE
 - decrease seasonal instructor staffing budget (Mill Adventure Base) from 3 FTE to 1.5 FTE
 - the remaining posts are unaffected
4. The Schools Swimming Service is currently part of the Cultural and Enrichment group of services. It is proposed to realign this service as part of the Youth Services group as both the Outdoor and Environmental Education Service and Schools Swimming Service provide Ofsted required enrichment activities directly to Nottinghamshire Schools.

Other Options Considered

5. Consideration has been given to the different staffing and structural options available and this model is felt to provide the best quality and overall value.

Reason/s for Recommendation/s

6. These recommendations support the budget savings required by the business case agreed by Policy Committee in November 2014 without reducing the volume or quality of service delivery.

Statutory and Policy Implications

7. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

8. The cost of the proposed staffing structure is £378,000 and will contribute a saving of £33,000 towards the OBC and OFC saving.

Human Resources Implications

9. There are three permanent members of staff at risk of Voluntary Redundancy or Compulsory Redundancy – at this stage at least one has expressed a wish to take VR.

RECOMMENDATION/S

- 1) That the proposed changes to the staffing structure of the Youth Service group, as detailed in the report, be approved.

Derek Higton

Temporary Deputy Director, Children, Families and Cultural Services

For any enquiries about this report please contact:

Chris Warren

Group Manager Youth Services

T: 0115 9774430

E: christopher.warren@nottsc.gov.uk

Constitutional Comments (LM 24/02/15)

10. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (SS 26/02/15)

11. The financial implications of the report are set out in paragraph 8 above.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

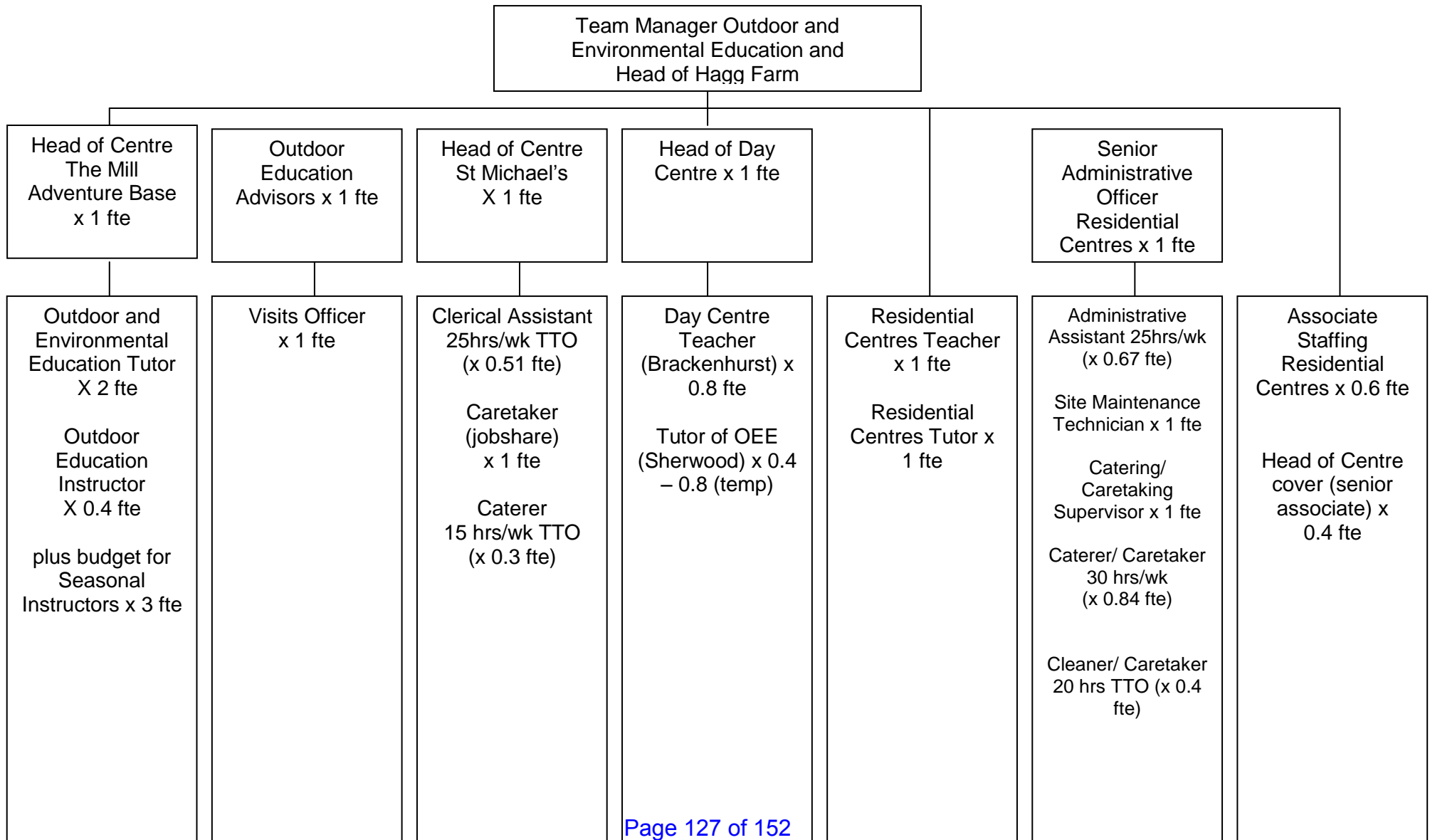
Redefining your Council – Transformation and Spending Proposals – report to Policy Committee on 12 November 2014 (previously published)

Electoral Division(s) and Member(s) Affected

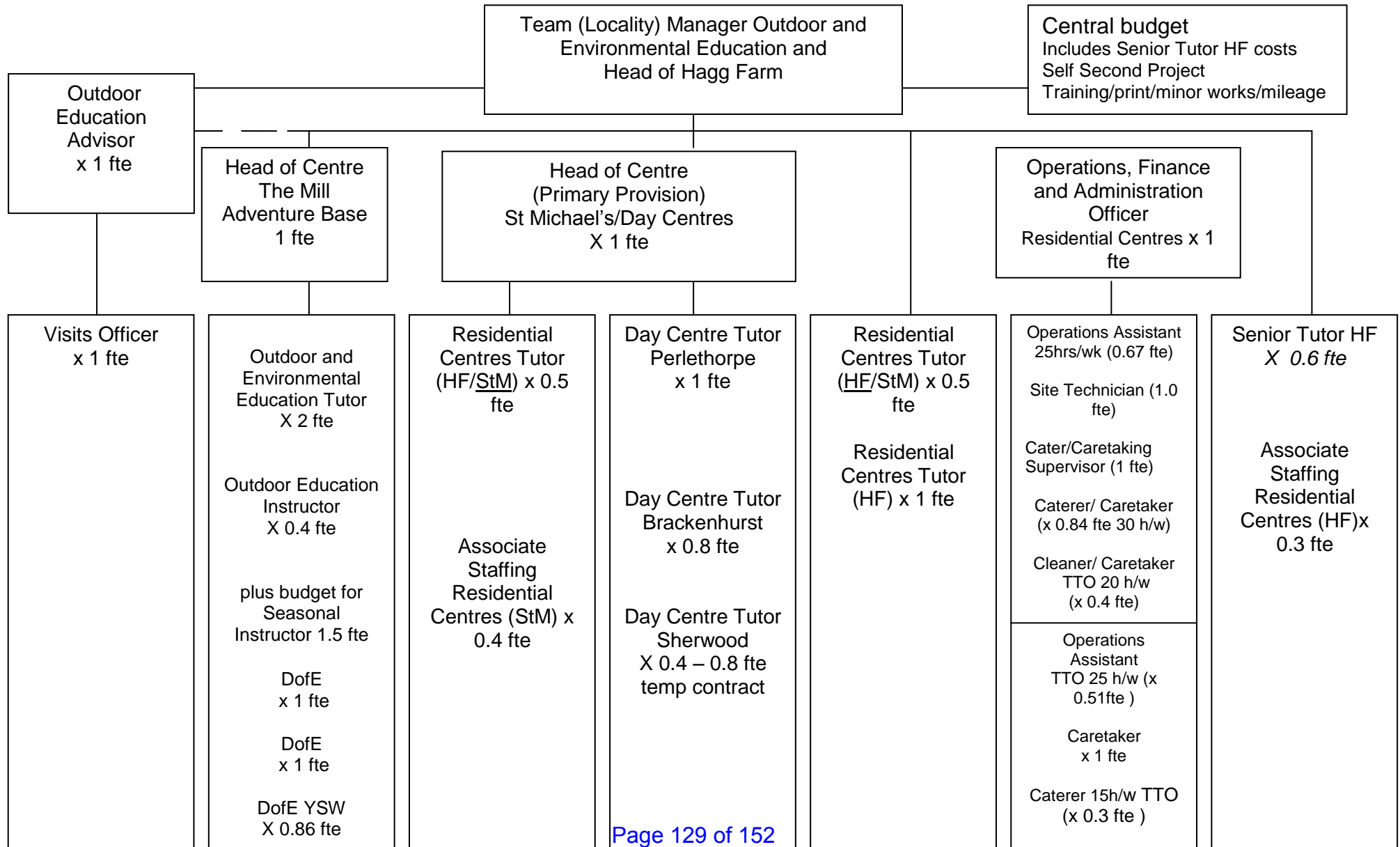
All.

C0594

Appendix 1 Current Structure: Outdoor and Environmental Education



Appendix 2 9.3.15 Proposed Structure V7 updated following consultation process : Outdoor and Environmental Education



9 March 2015**Agenda Item: 12****REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE****PROVISION OF FURTHER FUNDING FOR ADAPTATIONS TO LOCAL
AUTHORITY FOSTER HOMES****Purpose of the Report**

1. This report seeks approval for further funding totalling £26,100 for adaptations to three Local Authority foster homes.

Information and Advice

2. Funding totalling £113,000 for adaptations to three Local Authority foster carers' homes was approved as part of a report to Children and Young People's Committee on 29 September 2014. Further funding is now requested as detailed below.
3. KOD and PP are approved foster carers who foster a family member. The fostered child's care plan is one of long term fostering with KOD and PP. Additional bedroom and living space needs to be created in the foster home to secure this child's care plan. £30,000 was identified as required for an extension to the foster carers' property. The need for an extension was actively promoted by the child's Independent Reviewing Officer and was supported by the child's social care team.
4. Funding of £30,000 was approved by the Children and Young People's Committee on 29 September 2014.
5. Due to an oversight the figure of £30,000 was not inclusive of Value Added Tax (20%). An additional sum of £6,000 is required in order for the building works to be completed.
6. There is sufficient capacity within this financial year in the Access to Resources Management budget to meet the request in respect of KOD and PP.
7. JT and CT are approved foster carers who are currently caring for a sibling group of three children. The children were placed with the foster carers on a short term basis but their care plan has been changed to one of long term fostering with JT and CT. Additional bathroom and living space needs to be created in the foster home to secure these children's care plans.
8. Funding of £35,000 was approved by the Children and Young People's Committee on 29 September 2014.

9. Due to an administrative error the figure of £35,000 was incorrect. An additional sum of £18,100 is required in order for the building works to be completed as the full cost is £53,100.
10. There is sufficient capacity within this financial year in the Access to Resources Management budget to meet the request in respect of JT and CT.
11. JJ and PJ are approved foster carers who are currently caring for KC. KC's sibling, PC, is currently living in residential care and the Local Authority's care plan is to reunite the siblings in the care of JJ and PJ. An adaptation to the foster carers' property is required to create the necessary bedroom and living space.
12. Funding of £48,000 was approved by the Children and Young People's Committee on 29 September 2014. (This approval was given in respect of another child, CW. The plan for CW to live with the foster carers has not been achieved). There has been a slight increase in the building costs and an additional sum of £2,000 is required in order for the building works to be completed.
13. There is sufficient capacity within this financial year in the Access to Resources Management budget to meet the request in respect of JJ and PJ.
14. There is a strong culture of permanency and sustainability within the care planning processes for children in the Local Authority's care. To ensure placement stability and positive outcomes for fostered children the Local Authority has a duty to ensure that its children live in an environment that meets the children's immediate and future needs. It is important that foster carers are supported in maintaining a good level of physical and emotional resilience and that the emergence of stresses and strains, arising from restricted physical space within a foster household, are prevented. The process by which adaptation requests are considered is attached as **Appendix 1**.

Other Options Considered

15. Not applicable.

Reason for Recommendation

16. The Local Authority, through its care planning processes for its looked after children, considers it appropriate for the child placed with KOD and PP to remain in their long term care. To support the achievement of its own care plan the Local Authority has already agreed expenditure of £30,000 to finance an adaptation to KOD and PP's property. The amount of £30,000 was not inclusive of Value Added Tax (20%). To be inclusive of this tax, a further £6,000 is recommended for payment.
17. Similarly, the Local Authority, through its care planning processes, considers it appropriate for a sibling group of three children to remain in the long term care of JT and CT. To support the achievement of its own care plan the Local Authority has already agreed expenditure of £35,000 to finance an adaptation to JT and CT's property. The amount of £35,000 was incorrectly requested. The full cost is £53,100 and therefore a further £18,100 is recommended for payment.

18. The Local Authority considers it appropriate for KC and PC to be reunited in foster care and to be placed with JJ and PJ. To achieve its own care plan, an adaptation to the foster carers' property is required. The Local Authority has already agreed an amount of £48,000 in this regard. The full amount is £50,000 and therefore a further £2,000 is recommended for payment.
19. Standard 10, the national minimum standards for fostering (2011) requires that " the foster home can comfortably accommodate all who live there...children live in foster homes that provide adequate space... each child over the age of three years should have her/his own bedroom...". The request, for an adaptation to this foster household, will ensure compliance with this standard.

Statutory and Policy Implications

20. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Implications for Service Users

21. The service user is a looked after child. By supporting existing placement arrangements for looked after children, the potential for continued placement stability will be enhanced.

Financial Implications

22. There is sufficient budget capacity within this year's Access to Resources Management budget to meet these requests.

Human Rights Implications

23. A child's right to family life is enhanced when the Local Authority has sufficient and sustainable family placement provision.

RECOMMENDATION/S

That:

- 1) approval is given to provide further funding of £6,000 for an adaptation to a Local Authority foster home to foster carers KOD and PP. Standard legal charges upon the foster carers' property will apply to protect the Local Authority
- 2) approval is given to provide further funding of £18,100 for an adaptation to a Local Authority foster home to foster carers JT and CT. Standard legal charges upon the foster carers' property will apply to protect the Local Authority
- 3) approval is given to provide further funding of £2,000 for an adaptation to a Local Authority foster home to foster carers JJ and PJ. A legal charge upon the foster carers' property will apply to protect the Local Authority.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

Jayne Austin
Fostering Service Manager
T: 0115 9774154
E: jayne.austin@nottscc.gov.uk

Constitutional Comments (LM 16/02/15)

24. The Children and Young People's Committee has delegated authority within the Constitution to approve the recommendations in the report.

Financial Comments (LCJ 17/02/15)

25. The financial implications of this report are set out in paragraph 22 above.

26. £24,100 of these costs are included in period 10's budget forecast, the remaining £2,000 will be included in period 11.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Provision of funding for adaptations to Local Authority foster homes – report to Children and Young People's Committee on 29 September 2014

Electoral Division(s) and Member(s) Affected

All.

C0593

The process for an adaptation to a Local Authority Foster Home

A request for an adaptation to a Local Authority foster home usually arises as a result of a foster child's care plan but can arise in situations in which it is identified that additional fostering capacity could be created as a result of an extension to a foster carer's property.

An operational decision is made to proceed with an adaptation request. This is made by the fostering service manager in conjunction with the access to resources group manager.

The foster carer seeks three quotes for the proposed building works. The most competitive quote is the one supported. The foster carer seeks the relevant building permissions.

A report is presented to the Children and Young People's Committee recommending approval of expenditure. The amount requested is dependent upon the works requiring completion. Upon approval, Legal Services draw up a legal charge. The legal charge is imposed upon the foster carer's property and serves to protect the Local Authority's investment.

Payments for the building work are made to the foster carer in instalments and a final payment is not released until the building works have been completed to standard and to the satisfaction of a local building inspector.

The payments are monitored by the foster carer's team manager and by the children and young people's payment team.

9 March 2015**Agenda Item: 13****REPORT OF THE SERVICE DIRECTOR, CHILDREN'S SOCIAL CARE****NATIONAL MINIMUM FOSTERING ALLOWANCES AND FEES TO FOSTER
CARERS****Purpose of the Report**

1. This report proposes that Nottinghamshire County Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. Allowances are payments made by the Local Authority, to its foster carers, for the living costs of fostered children.
2. This report proposes that Nottinghamshire County Council maintains the payment rates, as set in 2014/15, in its additional and specific fostering allowances/fees to its foster carers. Due to budgetary control measures, Nottinghamshire County Council is unable to provide an inflationary increase to these payments. This is the fifth successive year in which additional/specific fostering allowances, and fees to foster carers, have not been increased.

Information and Advice

3. The Children Act 2004 (Section 49) introduced new powers for the Government to compel Local Authorities to pay foster carers at prescribed rates.
4. On 27 July 2006, the Department for Education and Skills (DfES) announced the recommended rates for the National Minimum Fostering Allowances for Foster Carers. These rates were effective from 1 April 2007. The Council has previously agreed to pay these recommended rates each year since 2007. Prior to March 2011 other additional/specific fostering allowances, and fees to foster carers, were annually inflated by the rate of inflation as determined by the County Council.
5. Nottinghamshire currently pays its foster carers a weekly allowance and makes available other additional and specific allowances to pay for disturbance costs (where a child is placed with a foster carer with less than 24 hours' notice), immediate clothing and school uniform costs and additional costs in meeting the individual needs of particular fostered children.
6. The report proposes that the Council continues to pay its foster carers the National Minimum Fostering Allowances, at the rates prescribed by the Department for Education. These allowances are payments made by the Local Authority, to its foster carers, to cover the costs involved in looking after a fostered child. Nottinghamshire currently pays

its foster carers a weekly allowance of £122 (for a child aged 0-4 years), £134 (for a child aged 5-10 years), £154 (for a child aged 11-15 years) and £179 (for a child aged 16-17 years).

7. The Department for Education has yet to announce its rates for 2015/16 but an increase of 1.8 to 2%, consistent with the most recent forecast rate of inflation for 2015 (as measured by the Consumer Price Index), is anticipated. Any increase represents a significant challenge to the Local Authority at a time when its own budgets have not been inflated similarly.
8. 846 children were looked after by the Local Authority as at 6 February 2015. Of these 846 children, 73% were placed in foster care. Of all the children placed in foster care, 38% were placed with an independent foster provider and 62% were placed with a foster carer approved by Nottinghamshire.
9. Foster carers approved by Nottinghamshire County Council provide a best value care placement when compared with other care providers. An internal fostering placement costs the Local Authority approximately £300 per week less than a fostering placement purchased in the independent fostering sector. The expansion of internal fostering has been a priority identified within the Children's Social Care's Transformation Programme.

Other Options Considered

10. The Authority is required to pay the National Minimum Fostering Allowances (Section 49, Children Act 2004; Standard 28.1 National Minimum Fostering Standards 2011). No other options have been considered.

Reason/s for Recommendation/s

11. The Local Authority is required by law to pay its foster carers the National Minimum Fostering Allowances. Payment of the National Minimum Fostering Allowances ensures the authority's compliance with Section 49, Children Act 2004.

Statutory and Policy Implications

12. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Financial Implications

13. It is anticipated that the prescribed rates for 2015-16 will represent an increase of 2% on last year's rates.

RECOMMENDATION/S

That:

- 1) Nottinghamshire County Council pays its foster carers a weekly fostering allowance, at the national minimum rates, as prescribed by the Department for Education.
- 2) Nottinghamshire County Council maintains its current payment rates in its additional/specific allowances and in its fees to foster carers.

Steve Edwards
Service Director, Children's Social Care

For any enquiries about this report please contact:

Jayne Austin
Fostering Service Manager
T: 0115 977 4154
E: jayne.austin@nottsc.gov.uk

Constitutional Comments (SMG 16/02/15)

14. The proposals in this report fall within the remit of this Committee.

Financial Comments (LCJ 17/02/15)

15. The financial implications of the report are set out in paragraph 13.
16. There is no proposal, as yet, to increase the budget in the Looked After Children's Service. The increase in rates is to be funded from the current budget provision. Cost efficiencies are being explored by the Children's Social Care's Transformation Team.

Background Papers and Published Documents

None.

Electoral Division(s) and Member(s) Affected

All.

C0592

9 March 2015**Agenda Item: 14****REPORT OF THE SERVICE DIRECTOR, EDUCATION STANDARDS AND
INCLUSION****AUTHORITY GOVERNOR APPOINTMENTS AND REAPPOINTMENTS AND
LOCAL AUTHORITY GOVERNOR APPOINTMENTS TO SCHOOL
GOVERNING BODIES****Purpose of the Report**

1. To note new appointments to Authority governor vacancies and re-appointments of Authority governors who reach the end of their term of office during the period 1 November 2014 to 28 February 2015 and have indicated their willingness to serve a further four year term of office.
2. To note the appointment of an Additional Authority governor to The Muskham Primary School governing body.
3. To note the nomination and appointment of Local Authority governors to reconstituted governing bodies.

Information and Advice

4. The Corporate Director for Children, Families and Cultural Services has delegated authority to approve school governor appointments for which the Council has responsibility, including Authority governors, and is required to report the decisions quarterly to the Children and Young People's Committee.
5. Under the School Governance (Constitution) (England) Regulations 2012, governing bodies may choose to reconstitute to a more skills-based model of governance and are allowed one Local Authority governor on the reconstituted governing body. For this model of governance, governing bodies may set eligibility criteria for, and appoint, the Local Authority governor. Nominations are made by the County Council, in accordance with the eligibility criteria, and are then considered by the governing body for appointment.
6. As part of the action plan to support The Muskham Primary School, the County Council has appointed an Additional Authority governor to support the school and strengthen the governing body

Authority governor appointments and reappointments to school governing bodies

7. In line with the procedures set out in the Local Authority's governor recruitment strategy, officers sought new nominations to outstanding vacancies from political parties and from school governing bodies.
8. A number of Authority governors who were approaching the end of their term of office were identified and each governor was asked whether he or she would be willing to serve as an Authority governor for a further term of four years. Those governors re-appointed had indicated their willingness to be re-nominated.
9. The new appointments and re-appointments of Authority governors, which are made subject to the successful completion of appropriate checks, are as listed below:

New appointments

ASHFIELD	
Huthwaite All Saints CofE (VC) Infant	Ms Louise Regan
Selston High	Miss Marsha Louise Mann
BASSETLAW	
St Joseph's Catholic Primary	Mrs Julie Ann Lyon
BROXTOWE	
Stapleford St John's CofE VC Primary	Miss Sally Smith
GEDLING	
Mapperley Plains Primary & Nursery	Mr Richard Fisher

Reappointments

ASHFIELD	
Kirkby Woodhouse Primary	Mr Shaun William Pollard
BASSETLAW	
Gringley-on-the-Hill St Peter's CofE Voluntary Aided Primary	Mrs Tracey Lee Taylor
Mattersey Primary	Mr Terence Ernest Yates
Prospect Hill Infant & Nursery	Mr Christopher Wanless
Sturton le Steeple (Church of England) Voluntary Aided Primary	Mr David William Moore
Thrumpton Primary	Mr Alastair Murray
BROXTOWE	
Albany Infant & Nursery	Mrs Naomi May Milner
John Clifford School	Dr Richard Andrew Stratton
GEDLING	
Derrymount	Mr Geoffrey Alan Walker

MANSFIELD	
Heathlands Primary	Mrs Sally Ann Borrill
RUSHCLIFFE	
Cotgrave CofE Primary	Colonel Thomas John Ludlam
Lantern Lane Primary School, East Leake	Mrs Wendy Ann Fearnside
Toot Hill School	Councillor Martin William Suthers

Additional Authority governor appointments

NEWARK	
The Muskham Primary School	Mrs Anne Allsop

Local Authority governor nominations and appointments to reconstituted governing bodies

10. Local Authority governors nominated by the County Council and appointed by school governing bodies during the period 1 November 2014 to 31 January 2015 are as follows:

BROXTOWE	
Awsorth Primary	Councillor Eric Bradley
College House Junior	Mr Andrew James Barker
GEDLING	
Carlton Digby Special	Mr Peter Artis
Haddon Primary and Nursery	Mrs Lesley Winfield
Sir John Sherbrooke Junior	Mr Peter Short
NEWARK	
Newark Lovers Lane Primary	Mrs Nicola Pringle
Winthorpe County Primary	Mrs Michele Ann Cammack
RUSHCLIFFE	
Jesse Gray Primary	Mr James Clifford Silver

Other Options Considered

11. There are no other options. The County Council has a statutory duty to ensure governor vacancies are filled without undue delay.
12. Nottinghamshire County Council's strategy for recruiting and retaining school governors includes the re-appointment of existing governors. The County Council sees many advantages in retaining experienced governors and actively seeks to encourage governors approaching their end of term of office to stand again either in the same school or in a different one. The appointments made ensure the retention and supply of experienced governors.

Statutory and Policy Implications

13. This report has been compiled after consideration of implications in respect of crime and disorder, finance, human resources, human rights, the NHS Constitution (Public Health only), the public sector equality duty, safeguarding of children and vulnerable adults, service users, sustainability and the environment and ways of working and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

Public Sector Equality Duty Implications

14. New nominations have been encouraged and received from a broad range of sources. We welcome applications from all types of people, especially those from ethnic minority communities and under-represented groups such as disabled people.
15. All existing Authority governors approaching the end of their term of office have had the opportunity to put themselves forward for re-nomination.

RECOMMENDATION/S

That:

- 1) new appointments to Authority governor vacancies and re-appointments of Authority governors, who reach the end of their term of office during the period 1 November 2014 to 28 February 2015, as listed in paragraph 9, are noted.
- 2) the appointment of an Additional Authority governor to The Muskham Primary School governing body, as listed in paragraph 9, is noted.
- 3) the nomination and appointment of Local Authority governors to reconstituted governing bodies, as listed in paragraph 10, are noted.

John Slater
Service Director, Education Standards and Inclusion

For any enquiries about this report please contact:

Leonie Meikle
Team Manager, Governor Services
T: 07843 502867
E: leonie.meikle@nottsc.gov.uk

Constitutional Comments

16. As the report is for noting only, no Constitutional Comments are required.

Financial Comments (SS 24/02/15)

17. There are no financial implications arising directly from this report.

Background Papers and Published Documents

Except for previously published documents, which will be available elsewhere, the documents listed here will be available for inspection in accordance with Section 100D of the Local Government Act 1972.

Completed Authority governor nomination forms

Electoral Division(s) and Member(s) Affected

Kirkby-in-Ashfield South	Cllr Rachel Madden
Selston	Cllr Gail Turner
Sutton-in-Ashfield West	Cllr Tom Hollis
Misterton	Cllr Liz Yates
Retford West	Cllr Ian Campbell
Tuxford	Cllr John Ogle
Worksop North East & Carlton	Cllr Alan Rhodes
Beeston South & Attenborough	Cllr Kate Foale
Bramcote & Stapleford	Cllr Stan Heptinstall MBE & Cllr Jacky Williams
Arnold South	Cllr Roy Allan & Cllr Muriel Weisz
Arnold North	Cllr Pauline Allan and Cllr Michael Payne
Mansfield East	Cllr Alan Bell & Cllr Colleen Harwood
Farndon & Muskham	Cllr Susan Saddington
Bingham	Cllr Martin Suthers
Cotgrave	Cllr Richard Butler
Soar Valley	Cllr Andrew Brown
Kimberley and Trowell	Cllr Ken Rigby
Chilwell and Toton	Cllr Richard Jackson and Cllr Dr John Doddy
Carlton West	Cllr Darrell Pulk and Cllr Jim Creamer
Calverton	Cllr Boyd Elliott
Newark West	Cllr Tony Roberts
Collingham	Cllr Maureen Dobson
West Bridgford West	Cllr Gordon Wheeler

C0599



9 March 2015

Agenda Item:15

**REPORT OF CORPORATE DIRECTOR, POLICY, PLANNING AND
CORPORATE SERVICES**

WORK PROGRAMME

Purpose of the Report

1. To consider the Committee's work programme for 2015.

Information and Advice

2. The County Council requires each committee to maintain a work programme. The work programme will assist the management of the committee's agenda, the scheduling of the committee's business and forward planning. The work programme will be updated and reviewed at each pre-agenda meeting and committee meeting. Any member of the committee is able to suggest items for possible inclusion.
3. The attached work programme has been drafted in consultation with the Chairman and Vice-Chairman, and includes items which can be anticipated at the present time. Other items will be added to the programme as they are identified.
4. As part of the transparency introduced by the new committee arrangements, committees are expected to review day to day operational decisions made by officers using their delegated powers. It is anticipated that the committee will wish to commission periodic reports on such decisions. The committee is therefore requested to identify activities on which it would like to receive reports for inclusion in the work programme. It may be that the presentations about activities in the committee's remit will help to inform this.

Other Options Considered

4. None.

Reason for Recommendation

5. To assist the committee in preparing its work programme.

Statutory and Policy Implications

6. This report has been compiled after consideration of implications in respect of finance, equal opportunities, human resources, crime and disorder, human rights, the safeguarding of children, sustainability and the environment and those using the service and where such implications are material they are described below. Appropriate consultation has been undertaken and advice sought on these issues as required.

RECOMMENDATION

That the committee's work programme be noted and consideration be given to any changes which the committee wishes to make

Jayne Francis-Ward
Corporate Director, Policy, Planning and Corporate Services

For any enquiries about this report please contact:

Alison Fawley
Democratic Services Officer
T: 0115 993 2534

Constitutional Comments (HD)

7. The Committee has authority to consider the matters set out in this report by virtue of its terms of reference.

Financial Comments (NS)

8. There are no direct financial implications arising from the contents of this report. Any future reports to Committee on operational activities and officer working groups, will contain relevant financial information and comments.

Background Papers

None

Electoral Division(s) and Member(s) Affected

All.

CHILDREN & YOUNG PEOPLE'S COMMITTEE - WORK PROGRAMME 2014-15

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
20 April 2015		
Under 16 Home to School Transport Policy 2015 and Post-16 Transport Policy 2015/16	Annual determination	John Slater
Admissions process and key themes from School Adjudicator's annual report 2014		John Slater
Nottinghamshire Children's Trust Early Help Development Plan 2013-16: six monthly update		Derek Higton
Extension of Family Nurse Partnership		Derek Higton
Troubled Families Programme – outcomes plan 2015-16		Derek Higton
Childcare Sufficiency Audit: Early Education for 2 Year Olds		Derek Higton
Youth Arts, Instrumental Music Teaching and Notts Performing Arts: new operating model – governance	For decision	Derek Higton
Update on Young Carers		Derek Higton
Children's Social Work Health Check 2014		Steve Edwards
Designated Principal Child and Family Social Worker - annual report		Steve Edwards
Policy & process guidance for Discretionary Payments towards the provision of major adaptations to service users' homes	For decision	Steve Edwards
Leaving Care: From Care 2 Work quality mark		Steve Edwards
Nottinghamshire CAMHS Pathway Review update	Quarterly information report	Kate Allen
Music Tuition Remissions Policy		Derek Higton
Work Programme		Anthony May
18 May 2015		
A Strategy for Closing the Educational Gaps in Nottinghamshire – six month review	Six monthly review report	John Slater
Performance reporting (2014/15) – Services for Children and Young People	Annual performance report	Celia Morris
Children's Services Health Check		Derek Higton
Remodelling of School Nursing		Kate Allen
Countywide youth work activity		Derek Higton

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
Looked After Children and Care Leavers Strategy 2015-18		Steve Edwards
Work Programme		Anthony May
15 June 2015		
Exceptional payments for school clothing and footwear 2014/15	Annual determination	John Slater
School holiday and term dates for Local Authority maintained schools in Nottinghamshire for 2016/17, 2017/18 & 2018/19	For decision	John Slater
Small Schools Working Group report		John Slater
Children's Social Work Health Check Action Plan 2015 – progress report	Progress report.	Steve Edwards
Youth Justice Plan 2015-16		Derek Higton
Authority governor appointments and reappointments and Local Authority governor appointments to school governing bodies	Quarterly report on appointments made	John Slater
Work Programme		Anthony May
13 July 2015		
Rota Visits to children's homes	Six monthly report	Steve Edwards
School Capital Programme update	Six month update report	Derek Higton
Nottinghamshire Child and Family Poverty Strategy annual performance report	Annual update	Derek Higton
Children who go missing from home or care: end of year report 2014/15	For information	Steve Edwards
Child Sexual Exploitation update	Six monthly update report	Steve Edwards
Nottinghamshire CAMHS Pathway Review update	Quarterly information report	Kate Allen
Nottinghamshire Children's Trust	Annual officer group report	Derek Higton
Members' visit to Outdoor & Environmental Education residential centres	For decision	Derek Higton
National Children and Adult Services Conference 2015	For decision	Anthony May
Work Programme		Anthony May
To be placed		
Social Work Retention Strategy		Steve Edwards
Integrated assessment framework	For noting	Derek Higton

REPORT TITLE	BRIEF SUMMARY OF AGENDA ITEM	LEAD OFFICER
Child Sexual Exploitation – Members scrutiny arrangements		Steve Edwards
Multi-Agency Safeguarding Hub – information sharing		Steve Edwards

